

Resource Books for Teachers

Just Write *Tasks for Teacher Development*

✓
Checked
9.3.01

FW
SCERT library
T.

Dissemination Project
(A CIEFL-DFID-BC Joint Project)



Central Institute of English & Foreign Languages
Hyderabad - 500 007 India

Resource Books for Teachers

General Editor : Rama Mathew

| No. | Activities | Page |
|-----|---|--|
| 1. | Description of a typical writing class | General Editor |
| 2. | Problems of teaching writing | Rama Mathew |
| 3. | | Editor |
| 4. | What is writing? "Writing" and writing skills | Rama Mathew 2, Dept. of Materials Production, CIEFL, Hyderabad |
| 5. | Writing to express | Ability to generate, realities of English, CIEFL, Hyderabad |
| 6. | Types of writing | Ability C, Secondary High School Hyderabad |
| 7. | Text types | Comprehension of the Reference Book |
| 8. | | Editor |
| 9. | Role of grammar in teaching writing | Rama Mathew, Dept. of Materials Production, CIEFL, Hyderabad |
| 10. | Writing with minimum language resources (i) | Rama Mathew, Muniyappa College, Mysore |
| 11. | Writing with minimum language resources (ii) | Editorial Team |
| 12. | Collaborative writing | Rama Mathew, CIEFL, Hyderabad |
| 13. | Writing as a holistic activity | Editorial Team |
| 14. | | Editorial Team |
| 15. | | Editorial Team |
| 16. | Task design | Editorial Team |
| 17. | Task analysis | Editorial Team |
| 18. | Task modification | Editorial Team |
| 19. | Task evaluation | Editorial Team |
| 20. | | Editorial Team |
| 21. | Feedback | Editorial Team |
| 22. | | Editorial Team |
| 23. | | Editorial Team |

Just Write Tasks for Teacher Development

Dissemination Project (A CIEFL-DFID-BC Joint Project)

Central Institute of English & Foreign Languages
Hyderabad - 500 007 India

Just Write

Tasks for Teacher Development

© CIEFL 1998

General Editor

Rama Mathew

Editors

Ramadevi S., Dept. of Materials Production, CIEFL, Hyderabad
Arpita Banerjee, Institute of English, Calcutta
Lalitha C., Springfields High School, Hyderabad

Contributors to the Resource Book

Arpita Banerjee, Institute of English, Calcutta
Lalitha Eapen R., Dept. of Distance Education, CIEFL, Hyderabad
Ganesan V., Dept. of German, CIEFL, Hyderabad
Lalitha C., Springfields High School, Hyderabad
Rama Mathew, Dept. of Evaluation, CIEFL, Hyderabad
Ramadevi S., Dept. of Materials, CIEFL, Hyderabad
Tara Ratnam, Marimallappa College, Mysore
Thriambaka S., Regional Institute of English, Bangalore

Editorial Assistance

Sunita M., CIEFL, Hyderabad

Typesetting and formatting : M. Shobha Rani, Dissemination Project, CIEFL

Printed at K.S. Latha Photo Offset Printing Works, Hyderabad

Project Team

Rama Mathew, Project Director
Esther Dasari, Project Associate (October to December 1997)
Sunita M., Project Associate (January to March 1998)

Project Manager

Dr. Rajni Badlani
English Studies Officer
British Council, New Delhi

The Dissemination Project was carried out at the Central Institute of English & Foreign Languages (CIEFL), Hyderabad with funding from the Department for International Development (DFID), UK and was managed by the British Council, New Delhi.

Contents

| | | |
|---|--|------|
| Preface | i-vi | |
| Introduction | 1-4 | |
| No. | Activities | Page |
| Introduction | | |
| 1. | Description of a typical writing class | 82 |
| 2. | Problems of teaching writing | |
| Understanding Writing 5-17 | | |
| 3. | What is writing? | |
| 4. | Sub-skills of writing | |
| 5. | Types of writing | |
| 6. | Text types | |
| Insights for the Classroom 18-43 | | |
| 7. | Principles for teaching writing | |
| 8. | Writing based on taught texts | |
| 9. | Difference between a traditional writing class and a communicative class | |
| 10. | Skill integration in teaching writing | |
| 11. | Role of grammar in teaching writing | |
| 12. | Writing with minimum language resources (i) | |
| 13. | Writing with minimum language resources (ii) | |
| 14. | Collaborative writing | |
| 15. | Writing as a holistic activity | |
| Tasks for Teaching Writing 44-59 | | |
| 16. | Task design | |
| 17. | Task analysis | |
| 18. | Task modification | |
| Feedback 60-80 | | |
| 19. | Feedback on writing | |
| 20. | Teacher roles during feedback | |
| 21. | Teacher feedback - a summary | |
| 22. | Peer feedback | |
| 23. | Evaluation of student performance (shorter pieces of writing) | |

24. Evaluation of student performance (longer pieces of writing)
 25. Preparing marking schemes for testing tasks

Reading and Writing for Professional Growth

81-85

26. Diary writing
 27. Article reading
 28. Diary writing by students : a mini-project

Resource Bank

86-95

A. Some Thoughts on Writing
 B. Sample Tasks and Student Scripts
(Shorter Pieces of Writing)
 C. Student Script
 D. Mini-project Outlines
 E. Suggested Reading

| | |
|---------------------------------------|-----------|
| Editorial Team | Hyderabad |
| Contents | Hyderabad |
| Lalita C. (Editor) | Hyderabad |
| Rama Mathew (Project Leader) | Hyderabad |
| Ramadevi S. (Project Assistant) | Hyderabad |
| Tara Ratan (Project Assistant) | Hyderabad |
| Thirumurthy (Project Assistant) | Hyderabad |
| Editorial Assistance | Hyderabad |
| Scatta M., CIEFL, Hyderabad | Hyderabad |
| Typetting and Layout | Hyderabad |
| Printed by K.S. Books Private Limited | Hyderabad |

Project Team

Rama Mathew, Project Leader

Lalita Devi, Project Assistant

Scatta M., Project Assistant

08-02

| | |
|---|----|
| for the first time in the history of Indian education | 01 |
| for the first time in the history of Indian education | 02 |
| for the first time in the history of Indian education | 03 |
| for the first time in the history of Indian education | 04 |
| for the first time in the history of Indian education | 05 |
| for the first time in the history of Indian education | 06 |
| for the first time in the history of Indian education | 07 |
| for the first time in the history of Indian education | 08 |
| for the first time in the history of Indian education | 09 |
| for the first time in the history of Indian education | 10 |
| for the first time in the history of Indian education | 11 |
| for the first time in the history of Indian education | 12 |
| for the first time in the history of Indian education | 13 |
| for the first time in the history of Indian education | 14 |
| for the first time in the history of Indian education | 15 |
| for the first time in the history of Indian education | 16 |
| for the first time in the history of Indian education | 17 |
| for the first time in the history of Indian education | 18 |
| for the first time in the history of Indian education | 19 |
| for the first time in the history of Indian education | 20 |
| for the first time in the history of Indian education | 21 |
| for the first time in the history of Indian education | 22 |

Preface

over, right now we need to shape, compare and set of institutions set, over - bittering about
concern a situation and intended to last this consequence and problem analysis with below
We present here a set of four Resource books entitled *The English Curriculum and Classroom-based
Teaching Tasks, Task Types and Guidance on Curriculum*, they will be built from a set
of tasks and activities, which are designed to help teachers in the classroom.

Resource Books for Teachers are an off-shoot of a national curriculum development project which spans two distinct phases. The first was a curriculum study conducted in English medium secondary schools affiliated to the Central Board of Secondary Education (CBSE). It involved different stakeholders in the curriculum renewal process, particularly teachers, who contributed significantly to the understanding of teaching/learning in the classroom from an insider's perspective. The several inservice programmes that were organised as part of the Project gave rise to the creation of tasks for teacher training and development.

The second was a dissemination phase which aimed to extend the training materials produced to other ESL contexts i.e. both English and mother tongue medium streams. During this phase the tasks were trialled, revised and rewritten in the light of experience gained on the different workshops in different educational settings. The development of the Resource Books has thus accommodated the varying needs and perceptions not only of teachers who are closest to learners but also of other professionals such as trainers at the pre-service level, key officials of State Boards of Secondary Education and other training institutions in the country.

The Central Institute of English & Foreign Languages (CIEFL), Hyderabad was able to undertake the Project beginning with the CBSE's Curriculum Implementation Study, given its mandate of conducting advanced research and training to improve the standards of teaching English and foreign languages in the country. Through its national outreach it was able to extend the scope of the training materials to other sections of educational enterprise such as institutions concerned with pre-service and inservice teacher training, curriculum and syllabus design, text book production and examinations.

The Resource Books are unique atleast in two respects. One, teachers have been at the heart of the whole process of task development providing insights from the classrooms and making the

Note: The terms activities and tasks have been used interchangeably in the books.

tasks authentic. Two, the contributors to the four volumes, experts in their own right, have worked with teachers merging their experience with that of teachers thus achieving a balance between theoretical concepts and classroom realities. We are greatly indebted to all of them.

Many individuals and institutions have collaborated with us in the production of these books. Foremost among them is the Department for International Development (DFID), UK who have funded the Project and reaffirmed the significance of a stakeholder approach to curriculum renewal. We gratefully acknowledge their support. The British Council has played a key role throughout the Project. We owe a great deal to them and particularly to Dr. Rajni Badlani, Project Manager who has been instrumental in the smooth running of the Project.

Books such as these would not have been possible without the active involvement of English Language Teaching Institutes (ELTIs), Regional Institutes of English (RIEs) and other educational institutions. We take this opportunity to thank the Directors of these institutions for all the help they have extended to us: helping us organise workshops, providing venues, offering their colleagues' time and expertise for the workshops as well as for the development of the Resource Books.

We gratefully acknowledge the support and encouragement of our Vice Chancellor, Registrar and Accounts Officer. Our sincere thanks to all those colleagues at the Institute who have extended their whole-hearted and constructive help and distinctly enhanced the academic quality of the work.

Last but not least, our special thanks to Sunita for her unstinting help at all stages of the development of the books and to Shobha for her patient and meticulous typing and retyping of the several drafts of the Resource Books. Without them, the books would not have taken the present shape.

Rama Mathew

Project Director

Introduction

We present here a set of four Resource books entitled *The Learner Centred Classroom, Testing Times, Just Write and Grammar in Communication*. They reflect a shift from a set of prescriptive techniques to a more accommodative insider-oriented view of language teaching/learning. The main aim of the books is to help teachers to explore second language classrooms through a reflective approach to on-going professional development. Issues pertaining to complex classroom processes have been translated into activities/tasks* which provide an opportunity for teachers to question, analyse, examine held beliefs, attitudes and existing classroom practices. We hope that the experiential learning that results from doing the activities will help teachers to construct for themselves a coherent picture of the ESL classroom so that they can manage their classrooms better. The books offer some clarifications, some ideas and many open-ended questions for which teachers will be able to figure out answers for themselves.

Background to the Resource Books

The books have grown out of a major curriculum renewal project at the secondary level known as the CBSE-ELT Project carried out during 1988-97. The project involved teachers intensively in different aspects of curriculum development i.e. designing the new syllabus, preparation of materials, the new testing scheme and sample question papers, the training manual for orienting teachers to the new curriculum, monitoring and evaluation of the 'curriculum in action' in a formative mode to provide support to teachers for a more effective implementation of the curriculum.

The feedback we received from the different stakeholders and classrooms was converted into tasks for teacher development and were trialled in ESL contexts, other than the English medium stream with which we had originally begun. The tasks have now been revised sufficiently and new ones created in the light of our experience on workshops for teachers from different State Boards. We can perhaps with confidence say that we have been able to move away from the external 'expert' and 'top-down' orientation to ways of understanding teaching/learning in its own terms, sharpening in the process, our own perceptions of classroom needs.

The principles underlying the books

The books embody certain assumptions and beliefs about the nature of language, and of teaching/learning vis-à-vis the approach to the training and development of teachers. In this section, we would like to make explicit the philosophy on which the tasks are based.

*Note : The terms *activities* and *tasks* have been used interchangeably in the books.

What is language, language teaching and learning?

Language very generally is seen to be a dynamic means of communication, which involves not only a knowledge of the system of language, but also an awareness of the social, psychological and cultural factors that contribute in a rich way to the shaping of communication. Therefore language is not a set of fixed structures, but a tool that needs to be wielded effectively in different situations for different purposes with different kinds of audience.

As a logical sequel to this user-focus perspective about language, language teaching/learning is located within the framework of a learner-centred approach to second language education and takes the learner as the central reference point for decision making. Language learning therefore is the co-construction of meanings and is realised in the classroom through a process of negotiation and interaction between the teacher, learners, materials and the contexts. Further, since our learners who come from bilingual or multilingual contexts already have a rich resource i.e. the practical knowledge of a first language (and in many cases, two languages) as well as of the world in general, we need to exploit this resource for teaching a second language, in this case English. We believe therefore not in imparting a discrete, static and predetermined body of knowledge but in involving the learner in shaping the content, methodology and goals of second language education. Within this perspective, the learner is helped to develop the understanding and insights necessary for pursuing language education in an informed and self-directive manner. The ultimate goal of such an approach to language education therefore is learner empowerment. This perspective can in fact permeate the entire school curriculum and not just language education or English language education.

The approach to teacher development

The learner centred paradigm operates at two levels: one, in the case of the learner in the classroom as mentioned above, and two, in the context of teacher-development. The approach to teacher development by extension is not one where teachers receive a set of the 'tested' / established techniques of good teaching but rather one where they observe themselves, 'gather data' about their own classrooms, their roles and learners' roles, and use the data as a basis for self-evaluation and professional growth. Therefore the approach is learner centred i.e. 'teacher-centred' and the teacher i.e. the trainer is a facilitator who initiates the activities but is as much a learner as his/her colleagues. Learners, i.e. teachers bring to the activity of learning something that cannot be supplied from the outside alone; there is a need to activate what is within the learner, in this case the teacher. Together the facilitator and the teacher explore and understand the classrooms in an effort to construct an insider-view of teaching/learning.

The books are based on a task-based approach to teacher development which values teachers' experience, opinions and knowledge and build on it further. Tasks, we believe, enable a collaborative sharing of diverse views and encourage teachers to reflect and investigate their classrooms in the light of alternative approaches. The activities are so structured that they concretise the notion of knowing-in-action through role-play, group/pair work tasks and give the teachers a hands-on experience of how the learners might respond to tasks at their level. It is hoped that this approach to teacher development will help teachers to theorise from their experiential knowledge and enable a process of on-going professional development.

Who these books are for

The tasks in these books would be useful to teachers and teacher trainers working at the school level. Although these are intended to be suitable for a wide-ranging context, they do presuppose that teachers have some classroom experience. This means that pre-service teachers or teachers-in-training would have to bring to bear on the tasks their experience of having been language learners themselves or their practice teaching experience. The in-built flexibility in the tasks should enable teachers at different levels and contexts to adapt them to suit their own situations. In fact, working on the tasks i.e. examining it critically and fine-tuning it for a given situation and purpose is itself considered an important aspect of teacher development, which the books aim to address.

The target group of teachers we have kept in mind are secondary level language teachers - teachers teaching classes VIII, IX and X. However, with suitable modifications, the tasks can be used with primary school teachers, and teachers of classes XI and XII.

Format and organisation of the books

The areas that the books are concerned with have been identified through the earlier curriculum study as being areas that have not been focused upon adequately, clearly understood or implemented appropriately. Although the books do not claim to comprehensively cover all aspects of teaching/learning in a graded progression of ideas, they do attempt to address topics which require attention.

The basic unit in the books is an activity which can be seen in terms of an activity/task sheet meant for the facilitator and a worksheet meant for the teacher participant referred to as the TP. Each activity has a specified objective(s). The activity sheet provides the suggested methodology, materials to be used and the time necessary to complete the activity. The supplementary materials provide additional materials i.e. checklists, grids, handouts for the facilitator which might be made available to the teacher if necessary. It also has a section called *Tips for the Facilitator* which give guidelines for directing the activity. These should be especially useful as they have emerged from our experience of conducting teacher workshops of different types where the tasks have been trialled.

The books also provide an opportunity for teachers to carry out small studies of questions that relate to specific classroom contexts. The topics/questions suggested have in fact stemmed from the earlier curriculum study and have been found to be areas that need in-depth investigation. The studies outline steps to be followed for doing action research in teacher's own time and also provide instruments such as checklists, questionnaires which can be modified depending on the specific focus of the study.

The books also include a Resource Bank at the end which provides additional tasks, sample student scripts and other reference materials. The bibliography should help teachers with extra reading particularly in the specific area that the Resource Book is concerned with.

How to use the Resource Books

The books provide a variety of activities that focus on different aspects of teacher development. They can be used by an individual teacher as self-access materials. It can also be used by teachers in small groups on a short programme. The teachers can choose from among the activities across different books and sequence them coherently, appropriate to the needs of the group. The tasks need not be gone through in the order in which they are presented. They can be selected depending on the needs of teachers and the time available.

Although an individual teacher can work through the books through a self-access mode, the benefits of sharing with other teachers one's insights into classroom problems and alternative ways of dealing with them, would definitely be more enriching. For this reason, many of the tasks have been devised as pair/group work activities. This however is not to discourage teachers from using the books for personal and professional development.

If used in teacher-development workshops, we suggest that you, as the facilitator, before deciding on the activities, read through the activities and familiarise yourself with the content and methodology of the tasks in order to be able to use the book to suit the given purpose, within the available time. It may be a good idea to do the activity yourself as it is outlined so that you can plan beforehand any changes you may want to make to the task and prepare for any deviations to your plan. It is also necessary to read through the supplementary materials (if any) accompanying the task and get ready with adequate number of copies of the worksheets.

Work on the mini-project can begin during a programme or workshop but will need to continue beyond the programme and will need a classroom for getting systematic information on the topic under question. Teachers are encouraged to meet periodically to share their experiences on the research study and to report on the progress. We invite teachers to identify other questions/problems relevant to specific contexts and to investigate them systematically on the lines suggested.

As mentioned earlier, since teacher development is an on-going process it is not quite advisable to expect a total 'conversion' or a 'mastery-learning' of concepts and principles at the end of each task. The tasks are not to be seen as a substitute to other ways of learning such as reading, seminars, lectures, discussions etc. that are necessary for a full-fledged training programme. It is hoped however that the tasks will act as a catalyst in triggering off a continuing learning process for the teacher leading to professional development.

We have revised the activities several times by incorporating the insights and perceptions of teachers every time we have tried them out. We would like you to develop them further by honing and sharpening them in the light of your experience. We would be happy to receive your comments and suggestions that would help us to revise the Resource Books.

We are thankful to the countless teachers who have shared their experience and ideas with us giving the Resource books authenticity and credibility. We have drawn generously from books, magazines and other published sources, apart from workshops, seminars and conferences that we have participated in. We have acknowledged the source where possible. To the others who recognise their work/ideas in our books, we would like to express our gratitude and invite them

to be part of this attempt at on-going teacher development. We are extremely grateful to all our colleagues in the profession for collaborating with us directly and indirectly.

Introduction to *Just Write*

Writing is a creative, meaning making and hence an absorbing activity. The meaning making part of writing has however been the most neglected aspect of teaching writing in the classroom. It is this omission that has made it the most difficult language skill to acquire and to teach. It is not surprising that many of us seem to have a mental block about writing, be it in the first language or in English as a second language.

Unfortunately, the education system has not done much to remove this block; on the contrary, it has actively contributed to it. It is a well known fact that writing is one of the most needed skills, since all our exams are in the written mode. Yet, the memory/content-based nature of exams has in actual fact made writing the most redundant skill. Whatever the format of the writing - long and short answers, paragraphs, essays and even letters to the editor or to a prospective employer - it is learnt by heart and reproduced. It is enough to know the tricks of pandering to the whims of the examiner who is the only reader. What will fetch marks with this reader/teacher is the only function related question learners need to ask. The only context they need to be familiar with is that of the classroom and the final exam. Therefore, the need to engage in genuine communication through the written mode in a classroom context simply does not exist.

In this book we directly address the need for teaching writing in English by inviting teachers to air their views and consider the relevance of teaching the skill. The communicative value of writing -- job applications, letters of complaint, requests for service, reports of different kinds, the abilities that an educated individual needs in day-to-day dealings - is exemplified through tasks here.

The introductory section of the Book, in keeping with our philosophy of valuing teachers' experiences and practices, begins with two tasks which invite teachers to reflect about their practices of teaching writing, and what they perceive as problems in the writing class. This is followed by a section which explores the question of what is writing. Writing is seen to be a skill which involves cognitive, meaning making processes where a message is planned, appropriate content is selected and composed in an effective manner, with an awareness of the audience, context and purpose. The value of 'thinking' things out on paper, drafting and re-drafting involving critical reading of one's own text is emphasised.

After arriving at a working understanding of writing, we go on to a consideration of its implications in terms of classroom applications. Principles for teaching writing with the tasks in the prescribed text book and outside it are worked out. The importance of involving the learner through group/pair work and collaborative writing tasks is illustrated.

Classroom teaching is closely related to the question of tasks that have to be used in a writing classroom. Analysis of writing tasks in prescribed text-books and suitable modification and extension of materials are treated in the next section.

The book has a separate section which deals with the all important question of evaluation and feedback on learners' writing. Notions such as qualitative comments, peer-feedback, working out appropriate marking schemes, classroom and end of term evaluation etc. are considered.

One unique feature of this book is a section which involves teachers in meaningful reading and writing tasks for professional growth, e.g. reading professional articles, writing reports, maintaining journals etc. This experiential activity actualises the perspective on writing which comes under discussion throughout the resource book i.e. writing seen as an activity which is contextualised and meaningful.

The book also has a few suggestions for teachers to carry out mini-projects in their classrooms. It is important that the activities on *Diary writing* and *Article reading* are scheduled for the very beginning/during a teacher development programme since they are meant to be continued throughout the programme for maximum benefits.

We wish you a rewarding experience with *Just Write* and hope that at the end of it you join us in reestablishing its relevance in language education.

Introduction

Activity 1 : Description of a typical writing class

Objective : To enable TPs to reflect on classroom practices in relation to writing

Time : 40 minutes

Methodology :

1. Ask teachers to individually put down what they do in a typical writing class, for example: report writing, paragraph writing, short essays, narrating an incident etc.
2. Ask them to discuss and compare in groups of 5/6 their teaching practices.
3. Ask each group to present the collated descriptions.
4. In a plenary discuss
 - (i) whether they perceive any gaps in teaching writing and if so
 - (ii) how they may be able to take care of them.

Tips for the Facilitator :

1. Teachers are likely to focus on: (a) developing a 'topic' on the black board (with points) i.e. content (b) deciding on main points and sub-points (c) using appropriate vocabulary and grammar.
2. Teachers are not likely to go into re-drafting, revision, editing or the question of the 'audience' of writing. Help them to consider the need for these aspects in a writing class.

Activity 2 : Problems of teaching writing

Objective : To enable TPs to articulate the problems of teaching writing in class

Time : 60 minutes

Materials required : Worksheet-2, Chart paper and pens for each group

Supplementary materials : Problems commonly faced by teachers in teaching writing

Methodology : Group work

Tips for the Facilitator :

1. Focus on issues in writing, especially problems in the classroom.

2. Emphasise the need to give a score to each of their problems:

| Example : | Problem | Score |
|-----------|---------------------------|-------------------------------------|
| | Students don't have ideas | 4 (this would mean, very important) |

3. This task can be given during the initial stages of the programme. It helps to break the ice, and to involve all TPs in the learning process.

4. Let the posters stay on the wall. Ask TPs to delete from their posters issues that get resolved/addressed during the course of the workshop.

5. If necessary, repeat the task at the end of the programme and compare the two posters.

Worksheet-2

Question: *What are the problems you have encountered in teaching writing in your classroom?*

Steps to be followed :

1. Write individual responses in points and give it a score of 1,2,3,4, or 5 : 5 to indicate the most important/serious/crucial and 1 to indicate the least important/serious/crucial.
(Don't worry about what might seem trivial and do not discuss.)
2. Form groups of 5-6 and have a neutral leader. In your groups, form a composite list of the problems by putting down all the responses along with each one's scores and the total in brackets.
3. Rank order the items with the highest score coming up first and the lowest score last.
4. Write these rank ordered statements/problems and the total scores on a poster.
5. Put up the posters, move around, study the posters (do not copy/take down) and clarify doubts.

Supplementary materials

Problems commonly faced by teachers in teaching writing

1. General problems

- Dependence on teachers and printed materials/guides/ready-made materials
- Writing has become exam oriented
- Passing the exams - goal of the students, parents and teachers
- Students can answer textual questions only
- Evaluation system - focus on marks and not the writing ability of the learners
- Poor response due to wrong method of assessment
- Syllabus demands stereotyped writing/cramming and reproducing
- Lack of exposure to English environment
- Poor knowledge
- Lack of confidence and motivation
- Students write incomplete answers due to inhibition/fear of committing mistakes
- Thinking in the mother tongue and writing in English
- Traditional syllabus in the States
- Non-availability of new and revised text books
- Size of the class: lack of individual attention in large classes
- Insufficient time in the classroom
- Lack of follow-up system
- Teachers' competence and teaching competence
- Teachers' dependence on guides/printed materials for teaching

2. Problems specific to writing

- Writing tasks are sometimes above the standard of the students
- Very little habit of writing
- Lack of practice material for students
- Going away from the main theme
- Misunderstanding the question
- Tendency to avoid reflecting/thinking on a topic
- Writing without understanding
- Students have ideas but lack coherence while writing
- Poorly developed sub-skills
- Lack of proper coherence, balance, style, logical sequencing

3. Problems in grammar/vocabulary

- Students don't use their own words
- Poor vocabulary prevents them from expressing their ideas
- Shaky language of the learner
- Substituting particular words with words asked in the question
- Grammatical errors: word order, tenses, punctuation, linkers, concord etc.

Understanding Writing

Activity 3 : What is writing?

Objectives : To enable TPs to understand the concept of writing as a language skill

Time : 90 minutes

Materials required : Worksheets-3a, 3b and 3c (see Resource Bank for *Some thoughts on writing* (A)).

Methodology : Worksheet-3a - Group work followed by a plenary (30 minutes)

Worksheet-3b - Individual work followed by a plenary (30 minutes)

Worksheet-3c - Questions 1 & 2 - group work; Question 3 - individual work followed by a plenary (30 minutes).

Tips for the Facilitator :

1. - Writing promotes thinking and cognitive development.
- 'Good' writing means - coherence, connected writing, communicative writing.
2. - All these points can be further sub-divided to yield sub-skills related to the process of writing i.e. the intermediary steps before a final version of writing is achieved. E.g. sub-skills such as, planning, categorising, selecting and focusing on audience etc.
- While there are different ways of writing, the process of writing involves several drafts where revision followed by editing should occur before writing is completed.
- After Worksheet-3c has been completed the definitions of 'writing as a process' could be displayed on a chart.
3. TPs could be asked to read *Some thoughts on writing* in the Resource Bank (A).

Worksheet-3a

1. This task helps you to think of the overall goals of writing. Why is it important to write?

Get together in groups and discuss the statements given below:

- a) "We do not write to be understood, we write in order to understand".
- b) "Writing enables you to free yourself from what you presently think, feel and perceive".
- c) "Language is for transmitting thought/information, language is for transforming worlds. Writing is for communicating information; writing is for creating 'new' perspectives".
- d) "We can get by in life without writing anything at all".
- e) Language and thought are inextricably intertwined. Both develop together. Writing is one way of using language with care and thought. Writing expands thought.

Worksheet-3b

1. List below, the features of 'good' writing

2. Think of the steps you go through when you write :

- a letter of application
- a diary entry
- a confidential report about the performance of an employee
- a recommendation for not having a canteen on the school campus based on a survey

From the details you have noted above, list the steps you go through when you do a piece of writing in general.

Steps for writing:

1. _____

3. _____

2. _____

4. _____

Worksheet-3c

1. Get together in groups and discuss the different points of view described below:
 - (a) "I have a whole bunch of good ideas and I start writing the major ones first because they are the ones that are in the front of my mind. Then the smaller ones start coming three quarters of the way in the page and may be a whole bunch of these... a swarm of these... so I might write as many of them as I can ... it doesn't take that long". (Student 1)
 - (b) "I have a whole bunch of ideas and write down till my supply of ideas is exhausted. Then I might try to think of more ideas up to the point when you can't get any more ideas that are worth putting down on paper and then I would end it". (Student 2).
 - (c) "Generally, I write everything many times over. All my thoughts are second thoughts, I correct each page a great deal, or re-write it several times as I go along... things come to me in driblets, and when the driblets come I have to work hard to make them into something coherent." (Aldous Huxley).
2. How many different styles of writing can you derive from these statements?
3. You have done a lot of reading and thinking on what *writing* is. As you recall some of the basic concepts, frame your own definition of 'writing as a process' (individual work).

Activity 4 : Sub-skills of writing

Objective : To enable TPs to get an understanding of the sub-skills of writing

Time : 40 minutes

Materials : Worksheet-4

Methodology : Group work followed by a plenary (collate ideas related to sub-skills from the whole group on the black board).

Tips for the Facilitator:

1. The focus of the activity is to show how the emphasis on writing should include planning, sequencing of ideas, using appropriate linkers etc. and not only grammar, spelling and hand writing.
2. The sub-skills of writing the tasks focus on:
 - Task A - planning/brainstorming for ideas - what to write
 - B - i) sorting out ideas
 - ii) organisation/sequencing
 - C - i) winding up with a logical conclusion
 - ii) beginning statement for a piece of written communication
 - iii) perceiving the audience/reader of the piece of writing
 - D - i) deciding on illustrations as a result of reading stimulus given
 - ii) going from general to particular

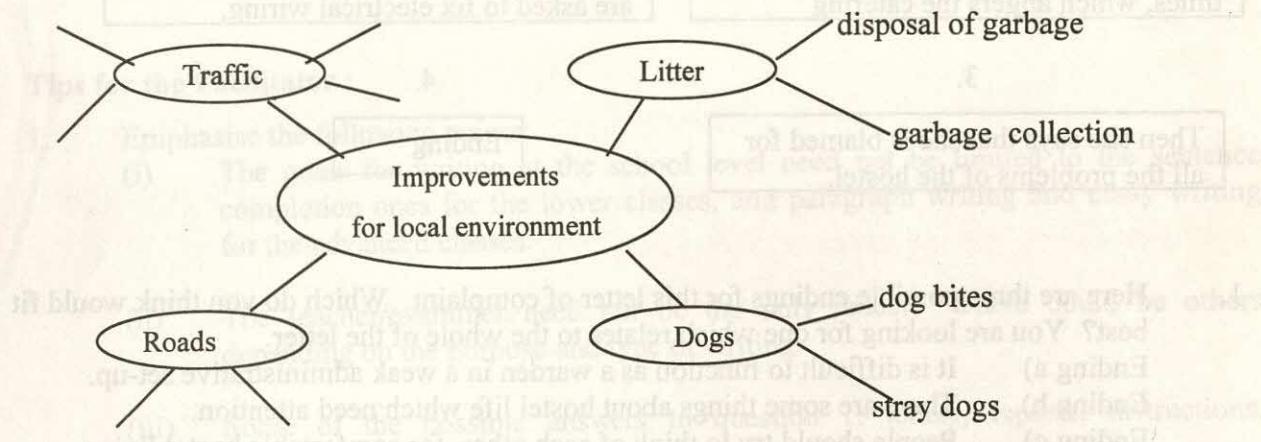
(Note: The sub-skills can be worded differently.)

3. There are other sub-skills besides those given in the worksheet e.g. using markers/ linkers, focussing, choosing appropriate content, language, tone, style. Mention these in the plenary.

Worksheet-4

1. Get into groups. Examine the following tasks and say what sub-skill each task focuses on.

Task A : Think of ideas for improving the local environment. Add more ideas to the mind-map as shown below.

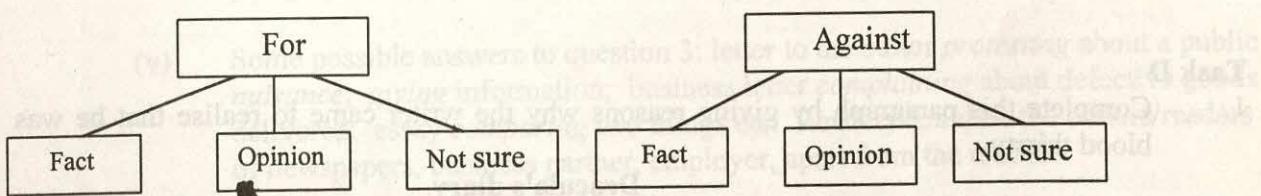


Sub-skill practised _____

Task B

i) Look at the arguments for and against using helmets when riding two wheelers.

Put the arguments in grids e.g.



ii) Write two paragraphs using the arguments given in the boxes.

Sub-skills practised i) _____

ii) _____

Task C

Look at these points that might be included in a letter of complaint.

1.

First, she complains about some girls' habit of coming in for meals at different times, which angers the catering

2.

Then she talks about the way the administration does not help when they are asked to fix electrical wiring,

3.

Then she says that she is blamed for all the problems of the hostel.

4.

Ending

1. Here are three possible endings for this letter of complaint. Which do you think would fit best? You are looking for one which relates to the whole of the letter.
Ending a) It is difficult to function as a warden in a weak administrative set-up.
Ending b) There are some things about hostel life which need attention.
Ending c) People should try to think of each other, for comfortable hostel living.
2. How would you begin this letter? You should think of a beginning which introduces your complaint to the reader in general terms.
3. Who is the reader of this letter? To whom is it being addressed? Why do you say so?

Sub-skills practised

1. _____
2. _____
3. _____

Task D

1. Complete this paragraph by giving reasons why the writer came to realise that he was blood thirsty.

Dracula's diary

I once accused a friend of mine of being blood thirsty. He reacted quite badly to my comment and said, "What do you think you are? You are a fine one to talk". I was really angry at his retort, but later realised I.....

2. Complete the following:

He tried all kinds of means of getting jobs but he was not very successful. He tried.....

Sub-skills practised

1. _____
2. _____

Activity 5 : Types of writing

Objective : To make TPs aware of the different types of writing and aspects of writing

Time: 40 minutes

Materials required : Worksheet-5

Methodology: Pair work followed by a plenary

Tips for the Facilitator :

1. Emphasise the following points:

(i) The goals for writing at the school level need not be limited to the sentence completion ones for the lower classes, and paragraph writing and essay writing for the advanced classes.

(ii) The teacher/examiner need not be the only reader. There could be others depending on the purpose and type of writing.

(iii) Some of the possible answers to question 1: letters, reports, instructions, summaries, story-writing, essays and paragraphs.

(iv) Possible answers to question 3:

| A | B |
|--------------|---------------|
| letters | diary |
| reports | poem |
| instructions | story-writing |
| essay | essay |
| paragraphs | paragraphs |

(v) Some possible answers to question 3: letter to the editor *protesting* about a public *nuisance*; *giving* information; business letter *complaining* about defective goods delivered; essay *comparing* two things etc. Readers could be the editors/readers of newspapers, business partner, employer, apart from the teacher.

2. **Other types of writing :** *Personal writing*: diaries; journals; shopping lists; reminders for oneself; lists if things to do... *letters of*: invitation; condolence; thanks; congratulations; instructions to friends; enquiry; complaint; request; applications..... *telephone messages received*....*academic writing*: making notes with reading; taking notes from lectures; making a card index; summaries; synopsis; reviews; reports of experiments. workshops, visits; essays; minutes; *notices* for the notice-board; advertisements; posters...

Worksheet-5

1. Work in pairs.

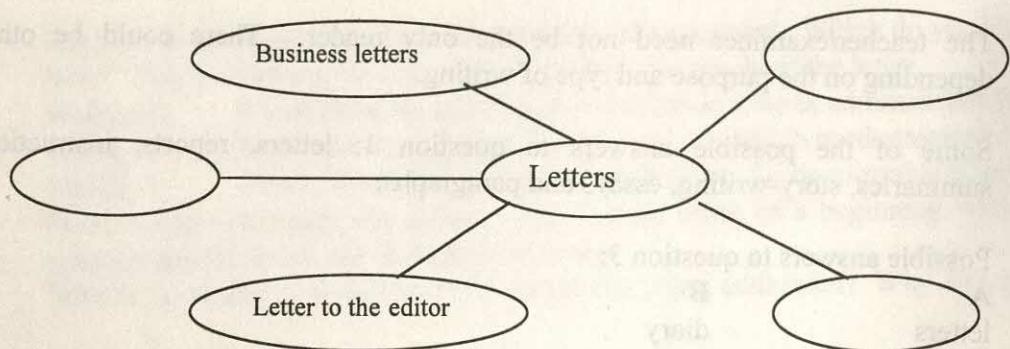
What are some of the kinds of writing (e.g. Reports) your students engage in? List them under the different levels as given below. Try and make your list as comprehensive as you can in consultation with your partner.

Class VI

Class VIII

Class X

2. a) Look at the web-chart below. It captures the sub-types of writing under the general type, *Letters*. But it is not complete. With your partner, complete the web-chart.



b) Make two more web-charts for any of the two types that you have listed under 1.

3. When we write, we generally have a specific reader in mind, to whom we want to communicate a message. But sometimes we write just to express our feelings, not to convey a specific message to anyone in particular.

Look at the types of writing you have listed under 1. Distribute each type in the list under the two kinds: the type(s) of writing which has a specific reader in mind (A), and the one(s) which are more expressive (more general) (B).

A

(has a specific reader)

B

(no specific reader/general)

4. Each one of the types of writing that you have listed and made web-charts for also involve different functions (i.e. different purposes); and each function makes more sub-categories within the same type of writing. Look at each of the samples given below and think of other functions that the type of writing can contain and who would be the reader for each.

| Text types | Function | Reader |
|---------------------------|--------------------------------|----------------------------------|
| A. A letter to the editor | <i>describing an incident</i> | Dear Sirs |
| | <i>stating a point of view</i> | I know the |
| | | house to ensure |
| | | was in a bad state |
| | | caused |
| | | I am |
| | | glad you had a happy occasion to |
| | | in your festivities. |
| | | Yours sincerely |
| | | Savitha |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | </ | |

The next adults are P200.

Activity 6 : Text types

Objective : To enable TPs to analyse different text types

Time : 40 minutes

Materials required : Worksheet-6

Methodology : Pair work followed by a plenary.

Tips for the Facilitator :

1. Ask TPs to select 3-4 texts to work on. Ensure that all the texts are covered.
2. If necessary, offer the TPs the following questions as prompts as they discuss the distinctive features of each text. Ask the question: *What is the most crucial feature of the text? (Type of words? layout? content?); How is it developed? Are there examples given? Are the words used special to the text?*
3. Focus on the need to involve students in understanding the text types within the framework of a Learner Centred Approach (LCA) as illustrated in Worksheet-6.

Worksheet-6

I. Work in pairs.

- What is the purpose that each text fulfils?
- What signals/features in the text helped you identify what the text is about?
- Who is the writer and who is/are the intended reader(s) of this text?

Text types

1. Dear Phyllis

I'm sorry I couldn't attend your son's wedding last week. Unfortunately it turned out that my daughter was taking her Inter exam for the second time, since as you know the question papers had leaked in all subjects except Physics. My daughter was in a bad state and was being treated with tranquillisers and with drugs to take care of extreme nausea. Her physical and mental state is truly pitiful. I'm glad you had a happy occasion to celebrate. I'm really sorry I couldn't take part in your festivities.

Yours sincerely
Savithri

2. Nasik, March 30 : The 'bhel puri' and 'pakoda' (bajji) have lost their flavour as onion prices have skyrocketed in Nasik district, Asia's largest onion producing centre. Unseasonal rains accompanied by rainstorms are said to be the cause for the disaster. Market prices have gone up from Rs. 6 a kg to Rs. 30 a kg. The minister in charge has promised to take steps to punish all the wholesale merchants for creating an artificial shortage and making the situation worse.

- This ticket admits one person.
The rights of admission are reserved by the organisers.
The organisers reserve the right to frisk ticket holders at the entry point for security reasons.
Children below 10 years are not allowed.
Handbags, bottles, tins or cans are not allowed inside the venue.
The use of cameras and other audio/video recording equipment is strictly prohibited.
No food or drink from outside will be allowed.
The consumption of alcohol and banned substances is strictly prohibited.
The organisers do not take any responsibility for loss of theft of any personal belongings.
No re-entry is allowed.
In the unlikely situation that this event is postponed this ticket is valid for entry on the revised date.
Smoking is strictly prohibited inside the venue.

4. Chimps apparently live in troops of between 20 and 30 animals. Within these troops they form small groups of varying composition; the most basic group consists of females or females plus offspring. Adult females spending much time together often turn out to be mother and daughter, or sisters. Mother and offspring live together consistently, at least for the first four or five years of life, longer than in any other primate except man. During this time the young learn from their mother and from other chimps all the complicated acquired behaviours of chimpanzee adult life. Life for the young chimpanzee is relaxed and tolerant, and an infant will spend much of its time playing with other infants, with its mother and with its brothers and sisters. After this five-year initial period, contacts with the mother are still maintained, particularly by daughters. Even sons return from time to time from their wanderings to greet their mothers affectionately.

5. Dear Sir,

The recent incident when 80 prisoners escaped from the maximum - security prison in the country is a sad reminder to us that all is not well. It is true that most of the prisoners were under-trials who would most likely be free once they are put on trial since they have already served the sentence. But this does not mitigate the seriousness of the incident. We need to see that prisoners need more attention and humane treatment and should be able to integrate with society when they have to go back to it. The solution that Makada has adopted might be useful for us. Makada allows under-trials to attend office during the day provided they come back to their cells at night. This seems a good compromise and might encourage prisoners to become good citizens.

K.S. Reddy

6. Reena, it's half-day today for the children and they will be home by 1 p.m. Just look out for the bus, if it doesn't arrive at 1.15 p.m., please give me a ring. I will be in Room No. 40 at the college. I have left the food on the counter; there is fruit and curd in the fridge. Please remember to get the children ready for their music class at 4 p.m. I will pick them up from their class on my way home. Tell them to wait for me.

Sushma

7. Dachshunds are of three types - smooth-haired, long-haired and wire-haired, each in two different sizes according to weight and possibly also chest measurement, namely *Standard* and *Miniature*. At shows the individual types, as well as sizes, are judged separately. The short-haired type is considered to be the oldest. The long-haired type perhaps includes certain spaniels in its ancestry, and the wire-haired type was developed by crossing the smooth-haired with terriers. Dachshunds are very intelligent, independent, resourceful, occasionally self-willed, affectionate and undemanding. They are very good with children.

8. Space research is still a controversial issue. For some people it is an exciting proof of man's adventurous spirit, bringing scientific progress, while for others it is a waste of money that should be spent on improving living conditions here on Earth and solving the problems of poverty and hunger.

This is the main argument against space research. The vast sums of money spent on it could be better used in other ways. Apart from that, it is thought that the successful landing on the Moon, for example, although it was spectacular, did not advance human knowledge very much, since we already knew it was uninhabited.

On the other hand, those who defend space research argue that scientific progress is inevitable, and what is more, the effort to reach the Moon led to technological advance in other areas. Consequently, it is wrong to think that space research only benefits certain people, because all kinds of everyday objects have developed faster because of it. It is therefore wrong to think that the money is wasted.

II. Work in groups. Discuss how you will use this information about text types in a writing class. E.g. will you tell your students in a talk/lecture about each text? You could find out from your group members whether they would do any of the following:

- Elicit information from students....
- Tell/inform.....
- Invite opinions.....
- Discuss in pairs/groups....
- Make students look at models and analyse.....
- (Add more techniques.....)

Activities
Quotations
For Teachers
Index
Materials
Supplementary

Insights for the Classroom

Activity 7 : Principles for teaching writing

Objective: To enable TPs to review contrasting view points about writing and derive principles for teaching writing

Time: 60 minutes

Materials required : Worksheets-7a, 7b, 7c & 7d

Supplementary materials : Handout on *Principles for the Writing Class*

1. Distribute one Worksheet each of 7a, 7b, 7c & 7d to each group. Ensure that all the members of the group get one copy of the Worksheet. Ask them to work in groups on question 1 in the Worksheet.
2. Ask them to re-group themselves so that each of their groups has members who have worked on different Worksheets and work on question 2.
3. In a plenary discuss the principles for teaching writing.

Tips for the Facilitator :

1. Lead the post-group work discussion towards arriving at some of the principles for teaching writing that underlie opinion B in each set of the statements. You could collate this on the blackboard.
2. Some additional information about the principles which underlie B in each set is given as supplementary material.

Worksheet-7a

1. In groups, read the following statements A and B which consist of two different points of view about the writing skill. Discuss these statements and note down the points that emerge in your group. (15 minutes)
2. Get into a new group with your points. Share your points with the new group. Together collate a new set of notes if necessary in your new group.

I.A. A good deal of writing in the English language classroom, especially at the beginner level should be only at the sentence level, and to consolidate the structures and vocabulary items that have been taught. Even when it goes beyond this, learners should engage only in controlled writing tasks because the learners cannot be left to do anything on their own.

B. Learners in an English class whatever the level, should be helped to write whole pieces of writing which will teach them to communicate a message. The reason for this is that only in this way will learners have the opportunity to actually engage in and learn to convey meaning through complete texts, and feel a sense of achievement when they have conveyed it more or less effectively.

Worksheet-7b

1. In groups, read the following statements A and B which consist of two different points of view about the writing skill. Discuss these statements and note down the points that emerge in your group. (15 minutes)
2. Get into a new group with your points. Share your points with the new group. Together collate a new set of notes if necessary in your new group.

II.A. The sub-skills of writing that students should be taught are: getting the grammar right; having a range of vocabulary; punctuating meaningfully; spelling accurately; using a range of sentence structures; linking ideas and information across sentences to develop a topic; developing and organising the content clearly and convincingly. All these should be done with as many types of tasks as possible.

B. Though the students should ultimately produce texts which are grammatical, have a range of vocabulary etc. they will learn to produce it only by engaging in the process of communicating through writing. So, the students need to be taught writing sub-skills such as thinking of an overall plan about what to say, trying out various ways of saying it, drafting, reviewing, rewriting, and editing with the audience in mind.

Activity 8 : Writing based on taught skills **Worksheet-7c**

Objective: To enable TPs to understand

1. In groups, read the following statements A and B which consist of two different points of view about the writing skill. Discuss these statements and note down the points that emerge in your group. (15 minutes)
2. Get into a new group with your points. Share your points with the new group. Together collate a new set of notes if necessary in your new group.

III.A. Since there is generally no time to make students write in the classroom, writing tasks can be given as home-work after the content for writing has been discussed in class. These can then be corrected by teachers and given back to the students with corrections.

B. Writing does not mean just thinking of the appropriate content and expressing it accurately. It involves processes of planning, drafting, reviewing, re-drafting, re-reading keeping in mind the reader, changing content, adding to content, shifting sentences and paragraphs etc. All these are best developed in learners under the direct supervision of a teacher inside the classroom. Time has to be set aside in the classroom for learners to actually engage in writing.

Worksheet-7d

1. In groups, read the following statements A and B which consist of two different points of view about the writing skill. Discuss these statements and note down the points that emerge in your group. (15 minutes)
2. Get into a new group with your points. Share your points with the new group. Together collate a new set of notes if necessary in your new group.

IV.A. Most of the writing that the learner does is for the examination, and the composition tasks are generally text-based since this is what they have to write. Trying to give adequate practice to learners in producing an accurate paragraph describing an event in the text-book or writing an essay is all that is practical in a regional language medium classroom.

B. A writing task should have a specific context and reader in mind, for e.g. as we would find in a travel brochure, a visitor's guide or a geography text book. Writing does not mean producing accurate answers to specific questions or reproducing an essay which has been practised many times before for the exams.

Principles for the Writing Class

Set I

Classroom writing tasks should reflect at all levels the ultimate goal of helping students to write *whole texts* which are connected, contextualised, and meaningful pieces of communication. Holistic writing activities should be encouraged, rather than controlled writing activities. Usually, in most classes the content is given in point form, and the students are asked to develop them, as if the important part of teaching writing is only producing sentences. At the beginner's level, writing is treated only at the level of practice of alphabet, copy-writing, and putting together words into a sentence. It is necessary to understand that sentence practice is not the first step in writing. The first step in writing should be to produce *meaningful complete texts*. Content generation, discussion of an audience, suitable style are all part of the writing skill.

Set II

Classroom writing tasks need to be set up in ways that reflect the writing process of good writers. We need to encourage our students to go through a process of planning, organising, composing and revising. There should not be an emphasis on form, e.g. grammar, punctuation or spelling. Form should be discussed only in the context of composing meaningful texts.

Set III

Students need time in the classroom for writing. The teacher's task is to select or design activities which support them through the process of producing a piece of writing. Teachers have to seriously consider the concept of creating a workshop atmosphere in the class, where students are actually writing, discussing, comparing their developing drafts, asking the teacher for help etc. The idea of group-work as a technique becomes crucial in this context.

Set IV

When setting writing tasks, teachers need to vary the audience, identify who the readers are to be, and try to make every piece of writing fulfil some kind of communicative purpose, either real or simulated. When students understand the context they are much more likely to write effectively.

(Adapted from Hedge, T. 1988. *Writing*. Oxford University Press.)

Activity 8 : Writing based on taught texts

Objective: To enable TPs to understand the stages involved in typical writing assignments based on texts from prescribed English readers

Time: 60 minutes

Materials required : Worksheet-8

Methodology:

1. Questions 1 & 2 (Individual work) and Questions 3 & 4 (Groups).
2. Give TPs 10 minutes for reading the text and 15 minutes for the writing task.

Tips for the Facilitator :

1. Emphasise that writing is a recursive activity i.e. it involves a lot of going back and forth. The processes which have to be gone through are: identifying incidents from the text that show Luz Long's real sportsmanship and sorting out relevant information necessary for the answer and organising it coherently.
2. Ensure that the experience of working on the task feeds into discussions related to modifications of tasks/instructions that can lead learners towards the processes of writing.

Worksheet-8

I. Read this text from a text-book that is being used in one of the States and do the composition task individually for about 15 minutes. (You need not necessarily complete the whole task in 15 minutes.)

"The most important quality of a sportsman is 'sportsmanship'. It is the spirit of honest, fair-play and graceful winning and losing." Write a brief description of Luz Long - his physical and mental qualities. Also narrate how Luz Long showed real sportsmanship, in the Berlin Olympics of 1936.

II. At the end of fifteen minutes, **stop** working on the activity. Reflect on the steps you took while doing this activity.

The story is based on the real experiences of Jesse Owens, the world famous American Negro, who won four gold medals in the Berlin Olympics held in 1936.

1. It was the summer of 1936. The Olympic Games were being held in Berlin. Because Adolf Hitler childishly insisted that his performers were members of a 'master race', nationalistic feelings were running high.
2. I wasn't too worried about all this. I'd trained, sweated and disciplined myself for six years, with the Games in mind. While I was going over on the boat, all I could think about was taking home one or two of those gold medals. I had my eye especially on the long jump. A year before I'd set the world record of 26 feet 8½ inches. Everyone expected me to win that Olympic event hands down.
3. I was in for a surprise. When the time came for the long-jump trials, I was startled to see a tall boy hitting the pit at almost 26 feet on his practice leaps. He turned out to be a German named Luz Long. I was told that Hitler had kept him hidden away, evidently hoping he would win the jump.
4. I supposed that if Long won, it would add some new support to the Nazis' Aryan superiority theory. After all, I am a Negro. A little hot under the collar about Hitler's ways, I determined to go out there and really show Der Fuhrer and his master race who was superior and who wasn't.
5. An angry athlete is an athlete who will make mistakes, as any coach will tell you, I was on exception. On the first of my three qualifying jumps, I leaped from several inches beyond the take-off board for a no-jump. On the second jump, I was even worse. "Did I come 3,000 miles for this?" I thought bitterly. "To fail in the trials and make a fool of myself?"
6. Walking a few yards from the pit, I kicked disgustedly at the ground. Suddenly I felt a hand on my shoulder. I turned to look into the friendly blue eyes of the tall German long jumper. He had easily qualified for the finals on his first attempt. He offered me a firm handshake.
7. "Jesse Owens, I'm Luz Long. I don't think we've met." He spoke English well, though with a German twist to it.
"Glad to meet you," I said. Then, trying to hide my nervousness, I added, "How are you?"
"I'm fine. The question is : How are you?"
"What do you mean?" I asked.
"Something must be eating you," he said - proud the way foreigners are when they've mastered a bit of slang. "You should be able to qualify with your eyes shut."
8. "Believe me, I know it," I told him - and it felt good to say that to someone.
For the next few minutes we talked together. I didn't tell Long what was 'eating' me, but he seemed to understand my anger, and he took pains to reassure me. Although he'd been schooled in the Nazi youth movement, he didn't believe in the Aryan supremacy business any more than I did. We laughed over the fact that he really looked the part, though. An inch taller than I, he had a lean muscular frame, clear blue

eyes, fair hair and a strikingly handsome face. Finally seeing I had calmed down, he pointed to the take-off board.

9 "Look," he said, "why don't you draw a line of few inches behind the board and aim at making your take-off from there? You'll be sure not to foul, and you certainly ought to jump far enough to qualify. What does it matter if you're not first in the trials? Tomorrow is what counts."

10 Suddenly all the tension seemed to ebb out of my body as the truth of what he said hit me. Confidently, I drew a line of a full foot behind the board and jumped from there. I qualified with almost a foot to spare.

11 That night I walked over to Luz Long's room in the Olympic village to thank him. I knew that if it hadn't been for him I probably wouldn't be jumping in the finals the following day. We sat in his quarters and talked for two hours - about athletics, ourselves, the world situation, a dozen other things.

12 When I finally got up to leave, we both knew that a real friendship had been formed. Luz would go out to the stadium the next day trying to beat me if he could. But I knew that he wanted me to do my best - even if that meant my winning.

13 As it turned out, Luz broke his own past record. In doing so, he pushed me on to a peak performance. I remember that at that instant I landed from final jump - the one which set the Olympic record of 26 feet 5 5/18 inches - he was at my side, congratulating me. Despite the fact that Hitler glared at us from the stands not a hundred yards away, Luz shook my hand hard - and it wasn't a fake 'smile with a broken heart' sort of grip, either.

14 You could melt down all the gold medals and cups I have and they wouldn't be a plating on the 24 carat friendship I felt for Luz Long at that moment.

15 I realised then, too, that Luz was the epitome of what Pierre de Coubertin, founder of modern Olympic Games, must have had in mind when he said, "The important thing in the Olympic Games is not winning but taking part. The essential thing in life is not conquering but fighting well."

Jesse Owens

III. Now get into groups and discuss with the group the steps you followed in doing the composition. How different were each member's experience, mode of working? Put down the descriptions on paper and see if there was more than one way of working.

IV. Discuss the relevance of your experience to you as a teacher. How will you deal with writing tasks, based on prescribed texts? Use the experience you gained on the task. The following questions may help.

- (i) What kind of writing task will allow different sub-skills to be used from the text? Do you need to modify the task given in the book?

- (ii) How will you build on the instructions in the text book?

- (iii) How will you ensure that the learners are using the sub-skills that the task demands?

Activity 9 : Difference between a traditional writing class and a communicative class

Objective : To create among TPs an awareness about the difference between a traditional writing class and a communicative writing class

Time : 30 minutes

Materials required : Worksheet-9

Methodology : Pair work followed by a plenary

1. TPs discuss Worksheet-9 in pairs for 10 minutes and write at least two comments highlighting the differences between the two tasks.
2. In a plenary, highlight the importance of using writing tasks in real life contexts.

Tips for the Facilitator :

1. Although Task A has a contextualised stimulus, it is a traditional classroom activity, which focuses on structured drills in a given format. It is not a writing task that focuses on a specific purpose or an intended reader as in Task B.
2. If time permits, ask TPs to think of one or two tasks which have a communicative purpose.

Worksheet-9

I. Work in pairs. Here are two writing tasks. Examine them critically bearing in mind the nature and purpose of the activity, the language used in the two tasks and intended reader of the two tasks. You can use the table given below :

| | purpose of activity | type of language | reader |
|---------------|------------------------|---------------------|--------|
| Task A | | | |
| Task B | | | |

Task A

1. Read this dialogue :

M : Give me that book, please.

N : Which one?

M : The big one on the table.

N : Here you are!

M : Thanks very much.

2. Use these key words to write similar dialogues :

(i) Umbrella / red / behind / armchair

(ii) Box / small / on top of / cupboard

(iii) Hammer / heavy / near / window

Task B

Teacher asks students to write a short message to be left with the class monitor in The given situations.

(1) (2)

Drama practice
postponed - meet on Sunday - 3.00 p.m.
Teju

Football match class X vs Class XI cancelled -
inform students.

Anu

II. Which of the two do you consider useful in teaching the learners to communicate in writing? Why? List as many reasons as you can.

III. At what level do you think Task A and Task B can be used?

Activity 10 : Skill integration in teaching writing

Objective : To enable TPs to identify and establish the relationship between different skills

Time : 90 minutes

Materials required : Worksheet-10 and a short, interesting story for Task II

Methodology :

1. Initiate a discussion on the question *What are some of the typical activities we engage in, in our day to day life?*
2. From the activities mentioned above, list on the black board those which are single-skill activities and those which are integrated.
3. Highlight the point that in the classroom also there is a need to focus on such an integration of skills to achieve a meaningful purpose for the activities.
4. Ask TPs to work on Worksheet-10.

Tips for the Facilitator :

1. Some of the typical activities we engage in could be : reading the news paper, talking about it, conversation at home or on phone with family and friends, watching TV and discussing, taking messages from phone conversations etc. Ensure that the activities include both single-skills and integrated skills.
2. Details of tasks I and II (Worksheet-10) are given below.

Task I

Listening Text

Interviewer : Was acting easy for you when you were young?

Prakash Nair : No it wasn't... indeed not... it still isn't. Acting is acting. Hasn't really changed much because the demands made of an actor is always the same.

Interviewer : The same? What do you mean by that?

Prakash Nair : Well, whether I'm at the studios or on stage, one must be good at it.

Task II

Story writing

- Read aloud the beginning of an interesting story.
- Ask participants to think of a conclusion to the story and get 3-4 TPs to present it.
- Get a pair/group each to take down the main points of the different conclusions to the story while it is narrated.
- The whole story can then be presented orally to the others by the pairs/groups.
- Ask each teacher to write the story in their own words

| | <i>Skills focused on</i> |
|---------------------|--------------------------|
| listening | |
| speaking | |
| listening & writing | |
| speaking/listening | |
| writing | |

| 3. Task | What did you write? | Sub-skills you focused on in writing | Other skills that were integrated |
|---------|---|---|-----------------------------------|
| A | A report for a local newspaper | gathering and organising information bringing out the salient points | listening & speaking |
| B | (i) Taking notes from the story narrated by a few participants (ii) writing down the full story | taking down main points of different conclusions writing an appropriate and effective conclusion | reading, listening & speaking |
| 4. | Traditional text books usually over-emphasise reading comprehension and writing. Emphasise the point that other skills such as listening and speaking will need to be focused on and that the teachers may have to design new exercises to supplement this. | | |

Worksheet-10

I.(i) You are going to listen to an interview broadcast by a local radio station. As you listen fill in the blanks with a word or groups of words used by the interviewer or the interviewee.

Interviewer : Was acting easy for you when you were _____?

Prakash Nair : No it wasn't... indeed not... it still isn't. Acting _____ acting. Hasn't _____ because the demands made of an actor is _____.

Interviewer : The same? What do you mean by that?

Prakash Nair : Well, whether I'm here or at the _____ or on _____, one must be good at it.

(ii) Discuss with a partner and answer these questions.

- Who is being interviewed?
- Is he young? How do you know?
- Is he a film actor or a stage actor? How do you know?

(iii) Write a report of this interview for a local newspaper (not more than 80 words).

II. You will listen to the beginning of a story. Think of a conclusion to the story and wait for instructions for the next step.

III. Recall the different steps you have gone through while doing the two activities and complete the chart below.

| <i>Task</i> | <i>What did you write?</i> | <i>Sub-skills you focused on in writing</i> | <i>Other skills that were integrated</i> |
|-------------|----------------------------|---|--|
|-------------|----------------------------|---|--|

A

B

IV. Think of a typical lesson in your text book. Discuss in groups which skills are getting focused upon and which ones are not. Suggest ways of including some exercises/tasks to give meaningful practice in integrated skills.

Activity 11 : Role of grammar in teaching writing

Objective : To enable TPs to reflect on the role of grammar in writing

Time : 30 minutes

Materials required : Worksheet-11

Methodology : Group work followed by a plenary

Tips for the Facilitator:

Emphasise the following points :

1. The teacher's focus is on getting the students to write a meaningful text in English, i.e. a caption, not grammar or even the right spelling. Mistakes are unobtrusively corrected, noted and dealt with in a later/different class.
2. When the focus is on meaning as in the given extract, students, especially at the early stages, are not unduly concerned with accuracy. This should be encouraged if our aim is to help them to use language effectively in different situations. Grammar should be integrated with the skills and not emphasised at the expense of skills.

3. There could be a discussion about what a highlight on right grammar or grammar phrases for cognitively less able students might do to them. A good way to do this is to ask them to write a short story in English, with a focus on grammar. This will allow them to use grammar in a meaningful context. It will also give them a chance to practice their writing skills. The teacher can then discuss the story with the class, pointing out any mistakes or areas for improvement. This will help the students to understand the importance of grammar in writing.

4. The teacher can also discuss the concept of 'communicative' writing. This is a type of writing that focuses on the message being communicated, rather than the form of the message. It is a way of writing that is more natural and less formal than traditional writing. The teacher can give examples of communicative writing, such as emails, text messages, and social media posts. The teacher can also discuss the importance of communication in writing, and how it can help to make writing more effective and meaningful.

Worksheet-11

Study the extract from a writing class given below and discuss in groups the following questions:

- (i) How does the teacher focus on grammar in this class?
- (ii) What is the role of grammar?
- (iii) Is this kind of a class possible in your situation? Why/why not?

Class : VI (mother tongue medium, the second year of English)

Class size : 55 students

1. Teacher distributes worksheet which has ten pictures. Explains in English with a lot of gestures and in simple English that the students have to write captions for the pictures which they may find in public places. The captions can be one word or a phrase or a sentence. They could think of more than one caption for one picture.
2. Students start writing captions. Some captions that emerge: *Q please; this place Q; stand Q; No smoking; Not smoking; Smkin no!; Here no smkin; Danger; No swimming; Do not swim; can no swim; Danger no swim; silence please; Girls no talking; no speak; children no spkg.*
3. As they engage in this activity, a few of them ask the teacher in their mother tongue, for the right spelling. They pronounce the word more or less intelligibly. But they don't ask for help with grammar or the right word order e.g. Is 'can no swim' correct? Teacher gives only the help that is asked for.
4. The teacher follows this activity with a plenary, where she tries to make many students come out with their captions, and puts them up on the black-board, with the correct spelling where necessary, without drawing their attention to it. Many of the students whose caption is indirectly 'corrected' in this way, correct it in their books. The teacher however does not change the word order of the captions; she puts them down as they are, e.g. 'Smking no!' is changed to: 'Smoking No!' but not 'No smoking!'.
5. This activity is followed by students writing up 'notices' for various places in the classroom and the school, e.g. the black board; the dust bin; the water cooler; the teacher's table.

Activity 12 : Writing with minimum language resources (i)

Objectives : To enable TPs to understand that 'writing' can be taught even with minimum language resources

Time : 30 minutes

Materials required : Worksheet-12

Methodology : Pair work followed by a plenary

Tips for the Facilitator :

1. Help TPs to examine the tasks critically. Ask questions so as to highlight the difference between a simple *fill-in the blank* exercise and a communicative writing task.
2. Tell the participants that aspects related to the mechanics of writing e.g. capital and small letters will become more meaningful when taught in the context of a whole task, like filling an application form.
3. Incidentally talk about points/ideas like - slant, shape, size, spacing, strokes (the 5Ss) to be followed in teaching handwriting to beginners.
4. There could be a discussion about what a holistic writing task is: even words, phrases written in context to communicate answers become 'holistic'.

Worksheet-12

Some of your students want to join a Karate school. Here is an application form for 'Shotokan Karate School' of your town/city.

| Shotokan Karate School | |
|--|----------------|
| Full Name : | |
| Address : | |
| No. _____ | |
| Street _____ | |
| City/town _____ | |
| Pin code _____ | |
| Class : | |
| Age : | |
| Date of birth : | |
| Father's name : | |
| Mother's name : | |
| Occupation - Father : _____ | Mother : _____ |
| Say in a sentence or two why you want to learn Karate: | |

1. Work with a partner and discuss how you will use this form in the writing class and help your students to fill in the form :
 - (a) what points/ideas do you expect the learner to understand in this context?
 - (b) what is the amount of language needed to do the task?
2. Make a list of your points/questions to help students to fill the form.

Activity 13 : Writing with minimum language resources (ii)

Objective : To enable TPs to use the English classroom as a resource for generating writing activities

Time : 40 minutes

Materials required : Worksheet-13

Methodology : Pair work followed by a plenary

Tips for the Facilitator :

1. Ask questions about the intended reader and whether what students write is a 'sentence' or a meaningful whole text.
2. Convince the TPs that they can use the learner's mother tongue to give instructions and that they should allow students to formulate their thoughts in their mother tongue before putting it into English.
3. Highlight the role of the teacher as a facilitator and the classroom as a convenient context for generating writing activities at the elementary level.
4. Get the TPs to state clearly how they will conduct the writing lesson.
5. Invite TPs to suggest ways of extending this activity to larger pieces of writing. This could be an open-ended discussion.

Worksheet-13

Work in pairs

1. Here are some tasks for a writing lesson at the elementary level. Examine both the tasks critically paying attention to the language likely to be used and the context in which they are going to be taught.
2. Do you think you can replicate them in your writing lesson? If so, (i) write your classroom instructions and (ii) write briefly what help you will give to the children to do the tasks. (iii) Say how you can exploit the mother tongue of the learners for the task.

Task A : Ask the students to write instructions which other students in the class have to carry out. These instructions may be given to anyone in the class to perform.

Example :

- a) Take your exercise book and put it on top of the cupboard.
- b) Go and hold Rajni's hand!
- c) First go to the front of the class. Then write your name on the blackboard.
After that, clean the blackboard.

Task B : Ask students to write a short message to one another in the form of a note or short letter. These 'messages' must be answered by the students to whom they are addressed.

Task C : Ask students to describe someone in the classroom without mentioning the person's name. The description should not be more than five or six sentences long. The description is then read aloud, one sentence at a time, to see at which point the person can be identified.

Task D : Give 'mock dictation' to the class in the form of a short letter.

- a) Students play the part of secretaries, who are not good at dictation. They do not write every thing but try to note down as much as they can.
- b) Students then sit in groups of four or five, compare their notes and try to write the letter.

Activity 14 : Collaborative writing

Objective: To enable TPs to get hands-on experience of collaborative writing in groups

Time : 90 minutes

Materials required : A lesson outline for the Facilitator and Worksheet-14 for a post-class discussion by TPs

Methodology :

1. Give a brief introduction to the class as given in the lesson outline and follow it with the lesson.
2. After the class (i) ask TPs to say what technique was tried out and label it: either *group writing* or *collaborative writing*; (ii) reflect on your class on the following lines: *How did I manage and monitor the group? How were different levels/types of learners handled?*
3. Get TPs to work on Worksheet-14 and collate the discussion in a plenary.

Tips for the Facilitator:

Emphasise the following points:

- (i) This is only a trialling of an idea and not a model/demonstration class.
- (ii) It is open to a critical analysis and discussion. Demonstrate this by your own brief post-class analysis based on self-observation, before getting TPs to start work on Worksheet-14.
- (iii) It may be better not to tell the TPs that you are trying out collaborative writing during the introductory phase.
- (iv) Highlight the point that there are many techniques that are demonstrated together in the class: collaborative writing, group work, peer feedback, reflection on one's own/colleague's class, integration of skills. These techniques can also be used individually or in other combinations depending on the sub-skill of writing and learner needs.
- (v) The class can stop at the end of stage VIII i.e. 40 minutes. If you feel that you have more time and the TPs are willing, you can go on to stage IX in which case the class will be of 60 minutes' duration.

Lesson outline - Collaborative Writing (For the Facilitator only)

Introduction:

The purpose: This is not a model class to be emulated. It is only a trialling of an idea and is open to critical observation, analysis and discussion. TPs to play the role of learners as well as observers of the class.

Lesson outline

| A <i>Stages</i> | B <i>Teacher instructions</i> | C <i>Remarks</i> |
|---------------------------|---|---|
| I. 2 minutes | <p>Have you ever been annoyed/irritated by certain things around you?</p> <p>Can there be solutions to these irritations?</p> <p>Can you suggest some?</p> | Examples: fairly empty buses not stopping at bus-stops while you wait; inconsiderate neighbours; loud-speakers at all time of day and night. (invite initial suggestions from the class) |
| II. 3 minutes | <p>Get into groups.</p> <p>Individually list the things (at least 3, but as many as you want to) that have always annoyed you deeply.</p> | Four or six (not more than six members to a group) |
| III. 3 minutes | Share with the others in the group things that you have listed. Listen carefully to one another. | |
| IV. 2 minutes | Choose as a group: Two things that seem most serious, and which seem to need solutions for. | |
| V. 5 minutes | <p>Work individually in the group and write down two or three solutions for each of these two problems that you have chosen for your group.</p> <p>Share each one of your solutions and discuss their merits. Which one of them are the best solutions?</p> | |
| VI. 10 minutes | Together as a group write out one of your group's choice of <i>Things that annoy us</i> as a short text under headings as given on the black board. | <p>Facilitator to write on the blackboard:</p> <ol style="list-style-type: none"> 1. Problem: [One thing that annoys your group) 2. Examples: [Samples from your group's experiences) |

Activity 15 : Writing as a holistic activity 1-leads to Writing

Objective 1: To enable TPs to get back to writing and writing to writing

Time : 90 minutes

VII. 5 minutes Exchange your draft with the group sitting next to you. Ask them to read your draft, discuss and write comments about it in the margin. In turn comment about the draft you have received from the group next to you.

VIII. 2 minutes Take back your draft and give your neighbour group's draft back. Read the given on your draft. Discuss. Are they useful comments? Will they help you re-draft?

3. Your feelings about this: (How strongly you feel; how justified you think you are)
4. Suggestions for solving the problem.

Group A to Group B to Group C to Group D to Group A

Total 32 minutes with a lee-way of eight minutes comments making up for a forty minute class.

Optional

IX. 15 minutes Write a second draft of your text incorporating what your group thinks are valid comments received from your peers.

At the end discuss who you will send this text to: Letter to the newspaper? Any other concerned party? A small snippet for a newspaper?

6. Lead them to see the possibilities of dividing this lesson into smaller ones, concentrating on separate skills such as organising, using them, finding tone etc.

Worksheet-14

Post-class Discussion

I. Reflect individually on the class that you participated in under the following heads. (10 minutes)

A. Collaborative writing as a technique:

1. What is the pedagogic value of collaborative writing?
2. When should it be used? Why?
3. When should it stop? Why? How much of collaborative writing and how much of individual writing?

B. Group-work for teaching writing:

1. Advantages and disadvantages:
2. Problems:
3. Teacher role: sensitive; too much interference? too little? how much teacher's participation in discussion?

C. Peer feed-back:

1. Usefulness
2. How good/useful are peer comments; idea of learner-training; value for the writer and for the peer commentator?
3. Feasibility in the classroom

2. Share your experience with the rest of the class. (10 minutes)

Activity 15 : Writing as a holistic activity

Objective : To enable TPs to get hands-on experience of teaching writing as a holistic activity

Time : 90 minutes

Materials required : A lesson outline for the Facilitator. Worksheet-15 for a post-class discussion by TPs

Methodology :

1. Give a brief introduction to the lesson and follow it by stages as in the lesson outline.
2. Get TPs to work on Worksheet-15 and collate the discussion in a plenary.

Tips for the Facilitator:

1. Stage 1 can be skipped and you may begin your demonstration with step 2. In case you do this, you will have to give an interesting topic and start them with the task of brainstorming for ideas on the topic, as in stage 2.
2. The strategy under stage 3 called *free writing* is extremely effective to get over what is called the 'writer's cramp'-- when we don't know what to put on paper.
3. Stages 4, 5 and 6: It is in these stages that writers really start chopping, changing, shifting, deleting, moving ideas and sentences back and forth. Make sure your TPs experience and understand this 'recursive' process of writing.
4. Encourage every group to produce a draft by the end of the class.
5. You could have a post-lesson discussion based on self-observation before getting the TPs to work on Worksheet-15. You could discuss the lesson on the following lines: *Was I able to maintain momentum? Were my instructions clear? How did I move between whole-class work to individual work to group-work? Was there a work-shop atmosphere in the classroom where students were actually posing problems about writing, solving them and attempting to actually write?*
6. Lead them to see the possibilities of dividing this lesson into smaller ones concentrating on separate skills such as organising, using formal/informal tone etc.

Lesson Outline - Writing as a Holistic Activity

| A Stages | B <i>Teacher instruction</i> | C <i>Remarks</i> |
|---------------------------|--|--|
| 1. | <p>Think about some topics you would like to work on, for 2 minutes. Allow every idea that comes to your mind to pass through. Then choose a topic.</p> <p><i>I will list all the topics on the board. I will accept any topic chosen at least by two as a topic for writing.</i></p> | Choosing a topic (whole class activity) |
| 2. | <p>Take half a sheet of paper. Think about the topic you have chosen.</p> <p>You can follow 'listing' or 'using questions' for recording your thoughts.</p> <p>(i) <i>listing</i> : list every point that comes to your mind about the topic. Write as fast as you can using words and short phrases. Write at least 4 ideas each.</p> <p>(ii) <i>using questions</i> : think of interesting questions to ask. Seemingly simple questions: who, what, where, when, why, how can be recombined to form more complex ones such as : How does who affect what? Why does who affect what? Why is what is affected by who? etc.</p> | Brainstorming for ideas - group work |
| 3. | <p>a) Choose an idea or question you have listed.</p> <p>b) Write as quickly as you can and don't stop writing.</p> <p>c) Don't stop to cross out or correct mistake.</p> <p>d) Concentrate on ideas, not on language, grammar or punctuation.</p> <p>e) If you can't think of a word or phrase, either write in your native language or leave a blank or write 'something'.</p> | Fast writing or free-writing (individual work) |
| 4. | <p>a) Discuss and decide your reasons for writing.</p> <p>b) Use the following questions/points</p> <ul style="list-style-type: none"> - what is your purpose? - what do you want to convey to the reader? - to complain? praise? thank? correct? <p>Put the record straight? oppose? agree? disagree? put forward an alternative view point?</p> | Considering purpose (group work) |

- do you want to give a positive/optimistic or negative/pessimistic impression of the situation?
- are you going to concentrate on one aspect of the situation? If so, which aspect? Why?
- c) Pool suggestions. Decide on one of them, and then select the information you will use for your text. Those who have chosen similar angles can work together.

5. a) Decide who you are writing to. Considering audience
 b) Use the following questions to decide what information would need to be included in the text.

- i) what do I know about the topic?
- ii) what does my reader already know about it?
- iii) what does my reader not know?
- iv) what is my reader's attitude likely to be?

6. a) Discuss and choose a text type which you think is the most appropriate way in which to present your ideas. Considering form

7. a) Examine the bank of ideas you have collected.
 b) Select useful ideas and reject irrelevant ones, bearing in mind the text you have chosen and your audience. Selecting and rejecting ideas

8. a) Think about possible categories of headings under which your information could be arranged.
 b) Discuss how to arrange your groups of ideas/information.
 c) Use the following questions:

- (i) can we rank the categories in order of significance? If so, which shall we deal with first? Which last?
- (ii) Is there any category which is particularly important/significant/interesting? If so, could this provide a focus for the text?

 Ordering information and drafting

Worksheet-15

1. Reflect individually on the class that you participated in on the following lines.

(10 minutes)

- (i) Did you experience the processes of writing as you produced the product, i.e. a first draft?
- (ii) What were the processes? How many stages did you perceive in the class?
- (iii) Was it linear or 'recursive' i.e. going back and forth?
- (iv) Were there more ideas generated, ideas rejected etc., even while you were organising, structuring a text, and drafting? Why did this happen?
- (v) How feasible is this technique with your learners in the classroom?
- (vi) Will you be able to adapt this class and use the stages separately in single classes to teach sub-skills such as organising, writing with the appropriate tone for different readers etc.?

2. Share your reflections with the rest of the class.

(10 minutes)

Tasks for Teaching Writing

Take a lot of
writing

Activity 16 : Task design

Objective : To create awareness among TPs about the principles and desirable characteristics of writing tasks

Time : 50 minutes

Materials required : Worksheet-16 and sample writing tasks

Methodology :

1. TPs work in groups on Worksheet-16 (help them to choose any four tasks ensuring that all tasks are covered).
2. In a plenary (i) collate their views on the desirable features of the given writing tasks and (ii) the criteria they have put together in general for 'good' writing tasks.

Tips for the Facilitator :

The criteria they arrive at could include the following points:

- reflection of the ultimate goal (the end product)
- clarity and adequacy of instructions (for the different steps involved)
- the specification of (i) the context of writing (the situation), (ii) the audience (the reader) and (iii) the content (what to write)
- the nature and degree of support in (i) the content (ii) language
- the nature of classroom interaction envisaged.

Worksheet-16

1. In groups study any four tasks given to you. Do the following and fill the columns below using the information.
 - (i) State broadly the skills that the task intends to focus on.
 - (ii) Visualise the stages the student has to go through in order to do the task successfully/satisfactorily.
 - (iii) In the light of the steps for each task, write down the positive/negative features of the task.

| <i>Task</i> | <i>Writing skill</i> | <i>Steps involved</i> | <i>Positive features</i> | <i>Negative features</i> |
|-------------|----------------------|-----------------------|--------------------------|--------------------------|
|-------------|----------------------|-----------------------|--------------------------|--------------------------|

A.

B.

C.

2. From the analysis of the tasks, derive a set of characteristics or features that an effective/useful writing task should have.

Sample Tasks

A. Here is some information about another famous woman - Maria Montessori
- in the form of points:

Born 1870 in Italy

First woman graduate in medicine in Rome University

Became a famous teacher and teacher-educator

Thought of new ideas in teaching

Remembered for her idea of 'free discipline' - in this method young children move freely from task to task, using simple things

Wrote two remarkable books on teaching young children

Died 1952

Now use the information to write five or six complete sentences about Maria Montessori.

B. (Note : The task below follows a set of detailed comprehension questions on the text: "Gulliver in Lilliput").

a) Answer in a paragraph:

1. How did Gulliver frighten the sailors in the 50 ships of the enemy fleet?

2. Who shot arrows at Gulliver? How did he get relief from the pain caused by the arrows?

b) Write an essay: How did Gulliver help the emperor of Lilliput?

C. Parallel writing

You have read a description of the climate of Tibet. You have also seen how people's activities and health depend on the climate. Now describe the climate of your place. Also describe the common activities of the people in your place. Do their activities also depend on the climate?

Make use of suitable hints from those given below:



D. *A hibernating animal can manage to live without eating for several months. How long can we live without food?*

Use the hints given here to answer the question above.

If human body entirely deprived of food and drink, then it can survive only about week - but if water available in any form at all, then life be sustained for far greater time - shipwrecked sailors, by continually soaking bodies in sea water, have kept alive until rescued - in 1816, fifteen people shipwrecked on raft survived thirteen days without food!

E. *Here are instructions in outline forms for two related experiments to show that air presses, and quite strongly, too. Imagine that you saw the experiments. Describe the process. Write two short paragraphs.*

Paragraph 1

(i) an introduction where you say what the experiment tried to prove and things used for the experiment.

Paragraph 2

(ii) a description of the process. Remember you have to use the past tense and also passive voice (where necessary). Also connect sentences with **and**, **after that**, **now**, **first**, **then**, etc.

You may begin like this:

The other day

Last week

Some time back

I saw an interesting experiment which showed that.....

Things needed for the experiment

a small egg, a bottle with the neck slightly smaller than the egg, water, a stove, a pan, a box of matches.

Part I

- a) Boil the egg for ten minutes (until it is hard boiled).
- b) Cool under cold tap (or in cold water) and take shell off carefully.
- c) Place egg on bottle, pointed end down - egg is being held by the bottle and air inside and outside bottle is pressing equally on egg.
- d) Lift up egg, drop two lighted matches into bottle.
- e) Put egg back and watch - matches will go out quickly, they use up oxygen in bottle. Gradually egg squeezes through neck of bottle.

Why? Burning matches use some air and decrease air pressure inside, so air pressure outside is greater and pushes egg through neck.

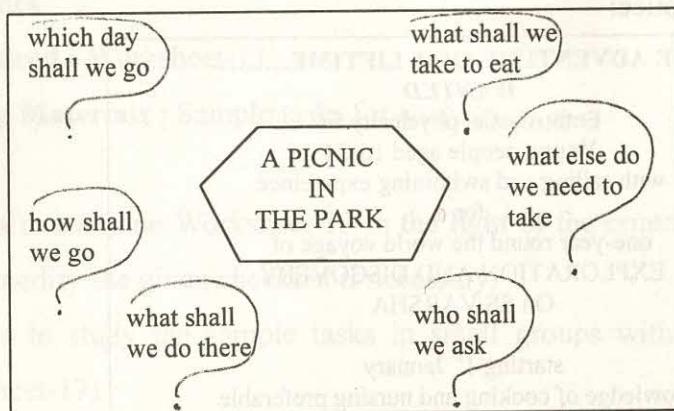
Part II

You can use air pressure to get the egg out of the bottle, provided it is not too tight a fit.

- (f) Make the pressure inside greater than outside by holding bottle up and blowing into it as hard as you can past the egg - this will build up pressure inside and make it strong enough to force egg out.

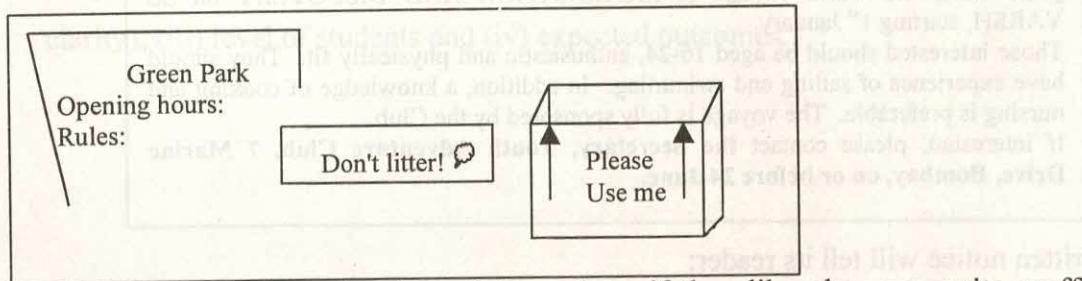
F. Planning a picnic

a) Tell the students that they are going to have a picnic in the park. Suggest or get them to suggest some ideas for planning it. For example:

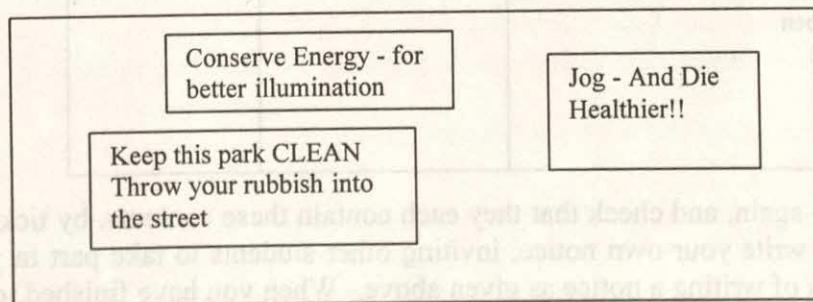


b) Ask the students to work in small groups to plan their picnic. This involves discussion, making lists, and allocating tasks to the different students.
 c) As a whole class help them to arrive at a consensus.
 d) In groups ask them to write a notice for the school notice board giving details about the picnic.
 e) Help them to identify the most effective notice among them and improve on it with ideas from other notices.
 f) Display the final draft on the notice board.

G. Tell students that they have to write notices and rules for their local park, like those below.



a) Remind the students that it is *their park* so, if they like, they can write graffiti on the walls - provided that they are imaginative. Give examples:



b) Ask the students to work in pairs or small groups to write their graffiti.

H. Now that you have planned your trek, you will write a notice for your school bulletin board, inviting other students to take part in the trek. But first, we must learn how to write such a notice.

Read the following notice:

a)

THE ADVENTURE OF A LIFETIME.....

WANTED

Enthusiastic, physically fit
Young people aged 16-24
with sailing and swimming experience
for a
one-year round the world voyage of
EXPLORATION AND DISCOVERY
On SS VARSHA

starting 1st January
Knowledge of cooking and nursing preferable
Those interested contact:
The Secretary
Youth Adventure Club
7 Marine Drive, Bombay
on or before 24 June

NB : FULLY SPONSORED BY THE CLUB

b) Another way of writing such a notice is:

YOUTH ADVENTURE CLUB OF BOMBAY

The Youth Adventure Club invites young people to apply to take part in the ADVENTURE OF A LIFE-TIME. The club plans to take young people on a one-year, round the world voyage of EXPLORATION AND DISCOVERY on SS VARSH, starting 1st January.

Those interested should be aged 16-24, enthusiastic and physically fit. They should have experience of sailing and swimming. In addition, a knowledge of cooking and nursing is preferable. The voyage is fully sponsored by the Club.

If interested, please contact the Secretary, Youth Adventure Club, 7 Marine Drive, Bombay, on or before 24 June.

A well-written notice will tell its reader:

| | | |
|-------------------------|-----|-----|
| What is about to happen | (a) | (b) |
| When it will happen | | |
| Where it will happen | | |
| Who can take part | | |
| How to apply | | |
| Who to apply to | | |
| Where to apply to | | |

Read notices (a) and (b) again, and check that they each contain these contents, by ticking under the two columns. Now write your own notice, inviting other students to take part in your trek. Use one of the two ways of writing a notice as given above. When you have finished, check that you have included all the essential information.

Activity 17 : Task analysis

Objective : To help TPs to analyse writing tasks with the help of a framework

Time : 60 minutes

Materials required : Worksheet-17

Supplementary Materials : Sample tasks for analysis

Methodology :

1. Ask TPs to examine Worksheet-17 in the light of the criteria they arrived at in Activity 16 and modify the given checklist if necessary.
2. Ask TPs to study the sample tasks in small groups with the help of the framework (Worksheet-17).
3. In a plenary discuss each of the tasks.

Tips for the Facilitator :

1. If TPs have not done Activity 16 ask them to use the framework for analysis and modify it if necessary at the end of the analysis.
2. Allow groups to work on any four tasks and ensure that there are atleast two groups working on each task.
3. Help TPs to focus on (i) the different task types (ii) the instructions (adequacy and clarity), (iii) level of students and (iv) expected outcomes.

B.1. Read the two sentences below. Discuss how they are different.

Studies have shown that 60 per cent of people in the city are obese.

2. Reports use the language of fact, and not of opinion (except in the recommendations section where the reporter gives opinions about what should be done). Which is the sentence above which uses the language of fact?

Worksheet-17

Framework for task analysis

1. Study the framework for analysis of writing tasks. Using your previous experience, modify the framework if necessary.
2. Use the (new) framework that you have, to analyse the tasks given.

I. Aim

1. To what *text type* does the task relate to?
Narrative Expository Descriptive Persuasive etc.
2. Which *area* of writing is being practised?
E.g. letter writing.....
3. Identify the *skill* focus of the task.
Organisation/sequencing grammatical accuracy using linkers/connectives

II. Task focus

1. What is the focus of the *writing task*? Is a process focus evident? If yes, comment on it.
2. Are students expected to follow any given model or is there sufficient scope for students to use their own ideas, learning, vocabulary, content, context?
3. To what extent is the task based on the text (lesson in the text book)?

III. Task demands

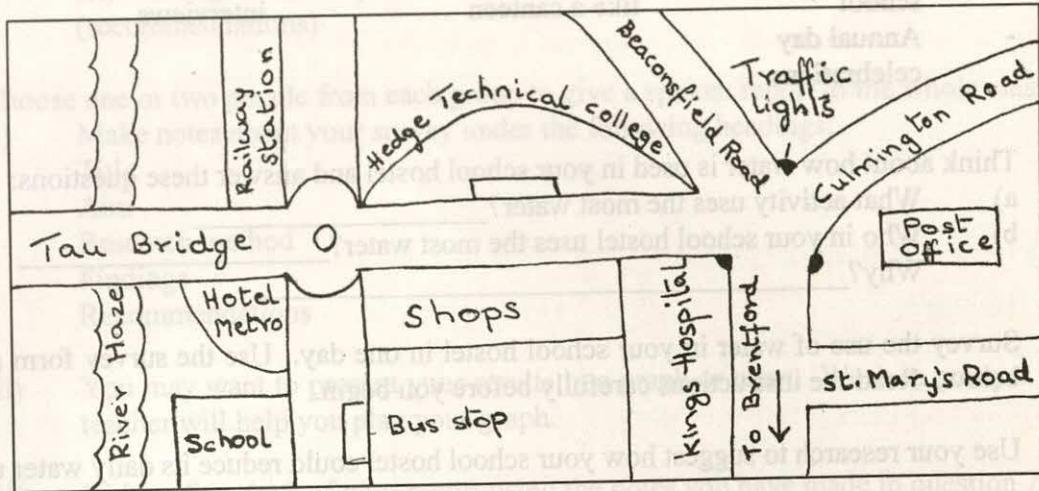
1. a) Does the task demand extra/personal knowledge and experience, any pre-reading or references?
b) Is any specific classroom management/setting required?
2. a) Mention one or two features of the task that might motivate students to do the task.
b) Is the motivation in terms of topic/theme/learning/form?

IV. Instructions for the task

1. Are the instructions (a) clear (b) sufficient (c) too lengthy (d) complicated?
2. a) Comment on the size/amount of writing expected of the student.
b) Is there a time frame given? Is it sufficient?
3. What stages of planning should the students go through?

Sample Tasks

A. Get a fairly large scale, clear, and readable and not too complicated street map of your local area. Make enough copies for your class.



1. Divide the class into pairs of students. Ask each student to locate a place on a street map which is his or her imagined home. The most important thing is that the student's partner should not have the information.
2. Ask one partner in each pair to write a letter to the other, sending an invitation which includes directions to his/her home. The address should be written without the street or number.
3. The directions should be given with reference to a landmark which is clearly marked on the map, for example, 'Get off the bus outside the Hotel Metro' or 'When you come out of the bus stop....'
4. Then ask each student to give the letter to his or her partner to trace the directions on the street map and name the destination.

B.1. Read the two sentences below. Discuss how they are different.

Studies have shown that 60 per cent of the river water is polluted.

2. Reports use the language of fact, and not of opinion (except in the recommendations section where the reporter gives opinions about what should be done). Which is the sentence above which uses the language of fact?

3. The collection of information is an important part of most research. This information may come from interviews or surveys of people, or from counting or measuring things. Think of two topics you could research in your school. For each topic list the information you want and how you can find out this information (research method).

| <i>Topic</i> | <i>Information</i> | <i>Research Method</i> |
|---------------------------|-----------------------------------|--------------------------|
| - A canteen in the school | Students who would like a canteen | questionnaire interviews |
| - Annual day celebrations | | |

4. Think about how water is used in your school hostel and answer these questions:

a) What activity uses the most water? _____
 b) Who in your school hostel uses the most water? _____
 Why? _____

5. Survey the use of water in your school hostel in one day. Use the survey form as given below. Read the instructions carefully before you begin.

6. Use your research to suggest how your school hostel could reduce its daily water usage.

Daily use in your school hostel - Survey Form

- Each time water is used in your school, tick the 'times used' box.
- At the end of the day, count the number of ticks and multiply this total with the number of litres used for each activity. Place this figure in the 'total litres' box.
- Add all of the totals together to calculate your hostel's total water use for a day.

| | Average water usage | Times used | Total litres |
|------------------------------|--|-------------------|---------------------|
| Toilet | Flush 10 litres | | |
| Shower | 120 litres per 8 minutes | | |
| Bath | 85 litres - half full | | |
| Washing hands/face | 5 litres | | |
| Cleaning i.e. cleaning teeth | 1 litre (with tap turned off) 5 litres (with tap turned on) | | |
| Washing dishes | 20 litres | | |
| Washing clothes | 100 litres | | |
| Washing school bus | 200 litres | | |
| Garden sprinkler | 1050 litres per hour | | |
| Cooking a meal | 10 litres per meal | | |
| Garbage disposal | 10 litres per use | | |
| Leaking tap | 19 litres per day | | |
| Leaking pipes | 300 litres per day from 1.5 mm hole | | |
| Daily water usage: | | | |

7. Working in groups, give a spoken report on your survey to the rest of the group. Tell them:

- what you were trying to find out (aim)
- how you got the information (research method)
- what information you found (findings)
- any changes that your hostel needs to make with their water use (recommendations)

8. Choose one or two people from each group to give a spoken report to the whole class.

- Make notes about your survey under the following headings:
 Title
 Aim
 Research method
 Findings
 Recommendations
- You may want to present your results in a graph or chart. Work in groups. Your teacher will help you plan your graph.
- Write a first draft of your report using the notes you have made in question 7.

C.1. There has been a number of cholera cases in your locality. Write a short notice to be published in the local newspaper. Try to persuade/appeal as well as warn the public. Include the points given in the chart on the next page. Use as many words from the lesson as you can.

| | |
|---------------------|--|
| Danger | (i) infectious disease (ii) spreads quickly (iii) may cause death |
| Prevention possible | (i) boil drinking water (ii) do not eat cut fruits (iii) do not use dirty water from ponds (iv) see a doctor and take preventive medicine |
| Appeal | (i) you can help to stop disease spreading (ii) you yourself should take preventive measure (iii) you can advise others |

2. Imagine that you are the Secretary of the Sports Club of your school. You want the students of your school to take cholera inoculation free of cost. You have made arrangements with the Health Department of the Government to get the students inoculated.

Write a notice for the notice-board of the school, announcing the time, date and place where the students of each class should be present. Get the notice counter-signed by your headmaster/headmistress.

Note : that all the students cannot be inoculated on one day. The doctor and his assistant will be available for about 2 hours a day only.)

Begin like this:

Notice

You are all aware that cholera has broken out in an epidemic form in the district.

Arrangements have been made with.....

D.1(a) Do you have any of these problems? Tell your teacher if you have any:

| | |
|---------------|------------------|
| bad teeth | loss of appetite |
| poor eyesight | loss of energy |
| headache | underweight |

(b) Get into pairs. Tell your partner about your problem. Let your partner try to help or advise you. Then write out your conversation and read it out to the class.

Here is an example:

Sumit : I'm afraid I can't join you for the picnic.

Ranjit : Why?

Sumit: Because I've made an appointment with the dentist.

Ranjit: Why? Why with a dentist?

Sumit: Well, I've got a bad tooth. What do you think the dentist will do?

Dipak: He will give you a few injections.

Sumit: Why?

Dipak: The injections will make your jaws numb.

Sumit: Then?

Dipak: Then he'll pull out the bad tooth. You won't feel anything.

2.a) Here are some other problems and their results. Select any two of them and discuss with your partner.

b) Now write a paragraph on the basis of your discussion. See if you can also suggest solutions for them.

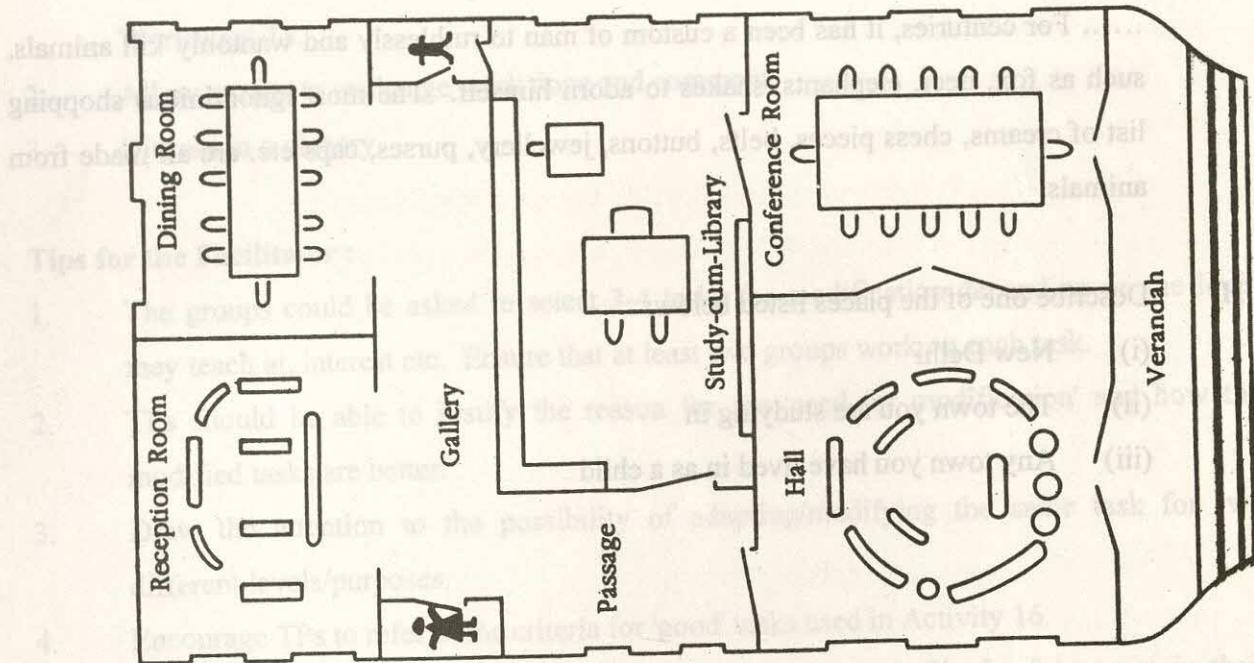
Problems

- a) smoking
- b) pollution
- c) transport
- d) water supply
- e) malnutrition

Result

- diseases of the throat and lungs → cancer
- health hazards → spread of diseases
- difficulty in movement → unable to keep time
- store water → unable to take bath or to drink and cook
- weakness, underweight → tiredness, unable to work hard

E. Look at the plan of the Governor's residence where the officials have assembled for a meeting in the Conference Room. After the meeting they are asked to move to the Dining Room. Write down the instructions to be followed for reaching the Dining Room from the Conference Room.
 (Do not use *you, they* etc. in the beginning of the sentences.)



First of all walk into the Hall from the Conference Room. Turn right.....

F. Ajay has recently been elected the School Captain. Being his close friend work out with him some **Dos** and **Don'ts** to be followed during his Captaincy.

Dos

Respect the feelings of your classmates.

Don'ts

Don't bully junior students.

G. Sudhir is a student of Class IX. After reading the following newspaper article, he writes a letter to the Editor of a local newspaper giving his strong views on the subject. Using ideas from the unit on 'Environment', together with your own ideas, complete this letter in the space provided.

Beauty Without Cruelty

..... For centuries, it has been a custom of man to ruthlessly and wantonly kill animals, such as fox, deer, elephants, snakes to adorn himself. The most ignominious shopping list of creams, chess pieces, belts, buttons, jewellery, purses, caps etc. are all made from animals.

H. Describe one of the places listed below:

- (i) New Delhi
- (ii) The town you are studying in
- (iii) Any town you have lived in as a child

Activity 18 : Task modification

Objective : To enable TPs to modify tasks to suit specific needs

Time : 1 hour

Materials required : Worksheet-18 and sample tasks from Activity-17 for modification

Methodology :

1. Ask TPs to work in small groups and modify/reframe tasks on the lines suggested in Worksheet-18.
2. Allow groups to exchange work done and comment.
3. Discuss in a plenary.

Tips for the Facilitator :

1. The groups could be asked to select 3-4 tasks for modification depending on the level they teach at, interest etc. Ensure that at least two groups work on each task.
2. TPs should be able to justify the reason for the 'need for modification' and how the modified tasks are better.
3. Draw the attention to the possibility of adapting/modifying the same task for two different levels/purposes.
4. Encourage TPs to refer to the criteria for 'good' tasks used in Activity 16.
5. Encourage TPs to collect all the modified tasks into a task file for future use in their classroom.

Worksheet-18

I. Study the tasks given to your group, one at a time.

1. Can you use any of the tasks for your learners in your classroom?

Yes - exactly as it is Yes - but with some modifications No

(In case your answer is either Yes, exactly as it is, or No, move on to another task)

2. If your answer is **Yes, with modification**, make the necessary changes on the following lines:

- a) Cultural content of the task (change names; change situations.....)
- b) Change of theme/topic e.g. *water pollution* to something else.
- c) Instructions for the task (simplify; elaborate; cut short if necessary.....)
- d) Task design :
 - (i) any splitting of the long task;
 - (ii) additions or extra support material, e.g. pictures/photographs/charts/local newspaper extracts etc.;
 - (iii) deleting parts not suitable;
 - (iv) re-modelling the task making use of the ideas in the present task;
 - (v) provide vocabulary/language input, format/framework; provide context and reader focus.
- e) Level of language used in the design of the task

3. What are the skills/sub-skills you are teaching through this task?

4. How many classes will your learners need to complete this task?

Section 10: Feedback on writing

Procedure: Participants evaluate their own writing

Time: 30 minutes

Materials: Worksheet 19

Methodology:

1. The work in groups and think:

2. In a summary, evaluate your own writing

providing a general and detailed description

What for the Participants:

Participants think about writing

Participants will focused on improving their writing at the

end of the writing during the final editing

the difference between editing and writing

Feedback

Feedback

Activity 19 : Feedback on writing

Objective : To raise awareness about correction - existing practices

Time : 30 minutes

Materials : Worksheet-19

Methodology :

1. TPs work in groups on Worksheet-19.
2. In a plenary, collect the mistakes and prioritise for the whole group. Discuss criteria for correction and follow up. Raise issues of the heavy 'correctors' and 'non-correctors'.

Tips for the Facilitator :

Emphasise the following :

1. Fluency to be focussed on at most points during the writing tasks; accuracy to come at the end of the writing during the final editing work.
2. The difference between editing and revising.

Emphasise the following points:

1. Teacher should aim for a free reading i.e. this focuses on the meaning rather than grammatical accuracy.
2. Teacher should wait for the learner to underline the points of points which need to be improved in her writing i.e. teacher facilitates the editing.
3. Teacher to help the learner to elaborate a critical dimension of the learner's writing.
4. Teacher's role-catalyst, learner's self-evaluation.

Worksheet-19

I. Discuss in groups the following :

1. Can you think of ten most common mistakes in students' writing?
2. What according to you are mistakes to be taken seriously? Prioritise the mistakes.
3. Why do you think people/students make mistakes?
4. Describe how you correct your students' scripts, (e.g. underline all grammar mistakes?) and what follow-up work you do.
5. How would you like your students to react to your corrections?
6. Do your students improve writing after your comments?

Activity 20 : Teacher roles during feed-back

Objective: To raise TPs' awareness about teacher roles during feedback

Time: 60 minutes

Materials required : Worksheet-20

Methodology:

1. TPs work in groups on question 1. Have a brief plenary at the end of this step.
2. Ask TPs to work on question 2 in the Worksheet. After giving five minutes for this, invite responses as a whole class and do a quick hand count for the number of tick marks and crosses. Enter them on the black board and discuss the teacher roles that help with the development of writing skills.
3. Discuss as a whole class some of the changes teachers would like to make to their writing class to accommodate such roles.

Tips for the Facilitator :

Emphasise the following points:

1. Teacher should act as a true reader i.e. show interest in the message rather than grammatical accuracy.
2. Teacher should wait for the learner to realise or become aware of points which need to be improved in her writing i.e. teacher 'leads from behind'.
3. Teacher to help the learner to initiate a critical discussion of his/her own writing.
4. Teacher's role-catalyst, learner's role-initiator.

Worksheet-20

1. Some excerpts from students' writing followed by teacher's response are given below. Discuss them in groups in terms of the philosophy/principle that informs these excerpts.

Response A

(Student has written a text and he and the teacher are discussing it)

"I don't know," the student says. "In reading this over I think maybe I'm more specific." The teacher scans the text and responds, "I agree. What are you going to work on next?" "I guess the ending. It's sort of goes on and on." "Okay. Let me see it when it doesn't"

Response B

(Student makes entries in a weekend/holiday diary and submits it to the teacher for comments)

(i) It was Saturday I woke up and I took a shower. And after shower then I watched cartoon with my mom. My dad wasn't home. He went somewhere. When he come back he took us to my uncle house. We had dinners there. And came back to our house.

Teacher Response :

Does your uncle live nearby? Does he have any children for you to play with? What do you do when you visit your uncle's house besides eat dinner?

(ii) One Saturday morning I was the only one wakeup. My mom and dad were sleep I turn the television. And my dad woke up. Him and I watched television. I get up and take a shower and brush my teeth. I was home all day. We did go any place.

Teacher response :

What else did you do this week? Did anything exciting happen in school? I really liked the map you drew for your assignment. I can tell you worked hard on it.

(iii) On Saturday morning I woke up and wash my teeth. Then my mom and dad going out. I have to do some ironing. After that I watched football game.

Teacher response

What did you do during the two week vacation? Did you go outside during the heavy rain & cyclone? Did you play in the water? Were you cold?

(iv) On Saturday I woke up and wash my face and ate breakfast. After that I watched television and then we went out to my uncle house. Then we came back home. On Sunday I have to do ironing in the morning.

(Then the student included a story in his journal which had been written in his class.)

Activity 3: Teacher response to the story

Teacher response:
Pranav, that was a real interesting story you wrote about being kidnapped. I could really imagine you in that man's house with all the junk and the gun. Hope you will write some more stories soon.

Response C
(*Student has written a story to which teacher responds*)

"I really appreciate your sharing this experience with me. I found your story to be a touching piece of writing. The first two paragraphs could be made more interesting for the reader. How? Try changing the order of events and paragraphs...."

Response D
(*Part of student's text*)

My family is a large family, having six people live together in the house. Each one has different way to help them relax. An also the way they thought is relaxing, having give me too much angry. For example, my youngest sister is love Chinese music, therefore whenever she at home do her homework always has the music on. That bother me a lot. Because she and I share the same room making me have to stop with the assignment I wrote. But the most angry is get up in the morning with a disco music. That rely make me crazy. That whole day I just have bad feeling. That is my youngest brother relax's way.

Teacher response:
You have told us about two members of your family. Now I am wondering what the others do to relax! Do they like music too?

2. Put a tick mark or a cross appropriately against each of the assumptions for each of the responses.

RA RB RC RD

- (i) Writing should from the beginning be grammatically correct.
- (ii) There is a first stage to writing when the writer is thinking only about getting across a message to the reader.
- (iii) Teachers should act as catalysts or facilitators who help students critically review their own writing.
- (iv) Teachers should always correct the grammar errors made by learners.
- (v) The teacher should act as a genuine and interested reader of the writing done by learners.
- (vi) The teacher should act as the judge and evaluator.
- (vii) The learner writes and waits for the teacher to correct his/her writing.
- (viii) The learner should be able to correct her/his own writing with help from the teacher.

3. How useful do you find each of the responses for your class? What conditions/changes do you expect in your classroom to effectively use these ways of responding? Discuss in your group.

Activity 21 : Teacher feedback - a summary

Objective: To help TPs consolidate ideas related to the different teacher roles while giving feedback on students' writing

Time: 30 minutes

Materials required : Worksheet-21

Methodology:

1. Do this Worksheet as a whole class activity giving time for TPs to quickly read through the five situations given and respond.

Tip for the Facilitator : During discussions there may be overlaps between the teacher as a helper and the teacher as a true reader in some contexts. Have a discussion about this and convey the point that as long as TPs see that the teacher here is not a corrector or an examiner, the overlaps do not matter.

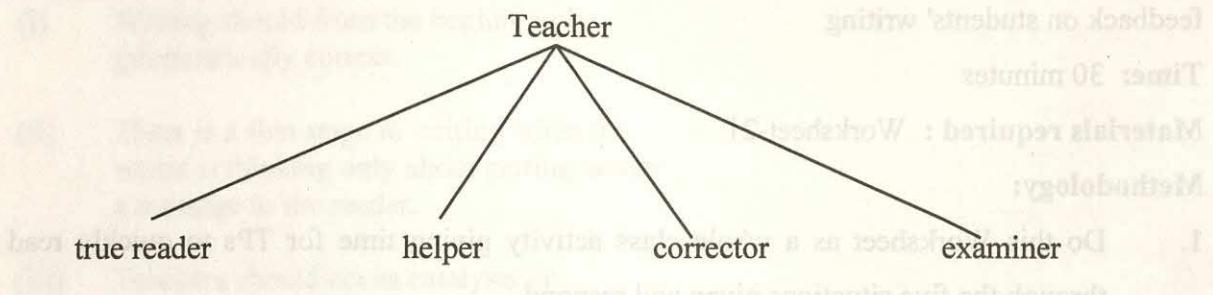
roles

T

<

Worksheet-21

1. Look at the following figure. Four roles for the teacher are mentioned here.



Given below are several stages of the learner's effort at writing. Say at what points the teacher should be a responder or true reader (R), helper (H), a corrector of formal errors (C), and an examiner (E). Indicate your choice using the appropriate letters.

- (a) The learner is trying to decide if he/she could include all the points h/she has put down for a report based on a survey which argues for the school canteen to be open till 5 p.m. If all points are included there might be a problem of length.
- (b) The learner is going to submit the assignment. He/she is quite satisfied with the way the writing of a description of an accident has turned out after three cycles of drafting, reviewing and redrafting. The description has emerged quite dramatically and effectively.
- (c) Learners have produced answers to the composition part of a school examination paper at the end of the year. They are expecting to be promoted to the next class.
- (d) The learner has produced a first draft of a *Poster Series* (consisting of three posters) which will be displayed in the classroom on the main notice board and in a Craft exhibition that the school is to have.
- (e) The learner has written one or two drafts of a story which the teacher has asked should be written for students of a lower class. He/she is still not sure if they will understand the story.

Activity 22 : Peer feedback

Objective : To enable TPs to understand the importance of peer feedback for improvement

Time : 45 minutes

Materials required : Worksheet-22

Methodology : Group work and plenary

1. Initiate a discussion on peer feedback with the help of question 1 on Worksheet-22.
2. TPs work on question 2 in the Worksheet-22.
3. Draw TPs' attention to the fact that they have to bring about changes in the structure of their classroom, if peer feedback is to be encouraged.

Tip for the Facilitator :

1. Point especially to the 'ungrammatical' language that the students (i.e. the writer and his peers) use; and the way teacher seems to 'accept' this.

4. He doesn't tell us what you do in camp. (Nothing) When we come to camp, we do a lot of activities.

5. The first part first time you see camp. But I don't know if you camp. So what you say is, "when I arrived at camp..." and then go on say what. (Nothing) When we arrive at camp, we always see the first things.

6. (SS talking about whether color red scares or amuses her) Well, it's like writer's response to bees, community. (Nothing) What is the writer's response to bees, community?

7. Who was your group leader? (Nothing) His name Sharan.

8. What was the wood pecker doing? (Nothing) woodpecker

9. I like the word 'sandwich'. (Nothing) (Nothing)

(* Adapted from Urwin, C. 1987. 'You Snapped That Snow'. *SL Children Composing and Creating*. EL201. Quarterly 21/2-279-304.)

Worksheet-22

1. Can peers in class be the readers of students' scripts and can they act as respondents? How helpful do you think peer feedback can be? Discuss this under the following heads.

Peer feedback (how you understand it) Advantages Problems and limitations

1. *Peer feedback*

true reader

To sources exist in a single mode of text that is not of normative

Given below are

Get teacher's

the possibilities of peer feedback in the classroom

2. Consider the following extract which is an edited version from an actual class and discuss peer feedback and its possibilities.

You could use the following questions as prompts:

- What are the peers doing?
- What language are they using?
- What is the writer's response to peers' comments?
- Why is the writer making notes? Do you think they will be useful?
- Does the teacher interfere at all? What seems to be his/her role?

3. Will you be able to encourage this kind of peer comments in your class? How will you do it?

The student has written about a camping trip that he had gone on; his classmates have read what he has written.*

Peer response

Writer's response

Notes he makes

1. How was it on the boat when you crossed the river?

It was scared. You know, dirty, deep water. The water is green.

Information - cross the river

2. It was little boat or big boat?

Oh. 10 people one time.

10 people

Then it was a little boat, did it take some people and come back? And get some other people?

3. Where do you put clothes?

What clothes?

(Nothing)

Clothes you wear.

Oh, under bed. No in the bag, you know, you can put below your foot, feet. Put below your feet when you are sleeping, you know, put on your feet.

4. He didn't tell us what you do in campfire.

(Nothing)

(Tr tells him to put that down.)
More on campfire.

5. The first part first time you saw camp. But I didn't know it was camp. So what you say is, "when I arrived at camp....." and then go on say what you did.

(Nothing)

When we arrive

6. (SS talking about whether crossing the river was scary.) It made me a little more interested in your story. I think, if you had told us how you felt.....

(Nothing)

How I felt

7. Who was your group leader?

Shark. That's not real name. It's kind of play name, you know? His real name is Sharan.

His name Sharan.

8. What was the wood pecker doing?

The woodpecker was eating something, may be, you know, it tries to make a house or something

woodpecker

9. I like the word 'sandwich'

(Nothing)

(Nothing)

(* Adapted from Urzua, C. 1987. 'You Stopped Too Soon : SL Children Composing and Revising'. *TESOL Quarterly* 21/2:279-304.)

Activity 23 : Evaluation of student performance (shorter pieces of writing)

Objective : To evaluate students' writing and arrive at a set of criteria for marking

Time : 60 minutes

Materials required : Worksheet-23 (Four actual student answers of different performance levels).

Also see samples of other tasks and student scripts in the Resource Bank (B).

Methodology :

1. Give TPs 4 scripts each and ask them to work in pairs and mark them out of 5 marks and to jot down their criteria for awarding a particular mark for each script.
2. In a plenary, record on the blackboard the number of pairs who have given a particular score (1 to 5).
3. Draw TPs' attention to variations in the scores, if any. Initiate a discussion of the reasons for the variation in the scores. For example : (i) what are the different aspects which need to be given marks? and (ii) problems in the task itself.
4. Arrive at a list of criteria that are relevant to the given task indicating the marks for each.
5. Ask the TPs to make atleast two qualitative comments on the best and the poorest scripts that will help the students improve their writing.

Tips for the Facilitator :

1. For *convenience sake* in 2 above, round off $\frac{1}{2}$ mark to 1. This may not be the model teachers want to follow in their class.
2. Some of the criteria that could emerge are:
 - heading, date
 - mention of venue/target group
 - necessary information/content
 - attractive/catchy expressions
 - signatory/the person putting up the notice
3. In shorter pieces of 'writing' like telegram, notices etc. the focus should be on content, brevity and layout. In such a task, it is necessary to accept short phrases and incomplete sentences where the focus is on the message rather than the accuracy of the language. Accuracy needs to be penalized only when it hampers the message.
4. The comments on students' writing should emerge from the marks given to particular aspects and be positive/constructive, which help students to improve : e.g. '*include all the information given in the task, use more catchy/brief expressions such as*' instead of '*lacks clarity' 'notice incomplete'*

Worksheet-23

Notice writing

Your school has decided to present a programme on the AIR from the AIR stadium of your city, in the popular programme "Meet the Young-Artists". Write a notice in not more than 50 words for your school notice-board, inviting talented students to appear for trials for different items on 20th November in the school's "Open Theatre". You have invited Mr. Anand Bhosle, the famous presenter on the AIR. You are the Secretary, Cultural Activities Society.

ANSWER A

NOTICE

P.S. Public School
Rampur

NOTICE

ALL YOUNG, TALENTED ARTISTS ARE REQUESTED TO APPEAR ON THE 20th OF NOVEMBER IN OUR SCHOOLS "OPEN THEATRE" TO BE SELECTED TO PRESENT A PROGRAMME ON THE AIR IN THE POPULAR PROGRAMME, "MEETS THE YOUNG ARTISTS."

MR. ANAND BOSLE, THE FAMOUS PRESENTER ON AIR HAS BEEN INVITED FOR THIS OCCASION. SECRETARY OF CULTURAL ACTIVITIES SOCIETY.

ANSWER B

NOTICE BORD

P.S. Public School
Rampur.

All the talented Student are inviting & held on 20th November. And also has been decides all the program AIR from the AIR Stadium. The famous artists is also coming.

ANSWER C

ATTENTION !!

P.S. Public
School Rampur

PRESENTING ~~A~~ AIR PROGRAMME

ON THE AIR Programme
In the Popular Programme
"Meet the Young Artists."

 TALENTED STUDENTS

INVITED FOR TRIAL FOR
DIFFERENT ITEMS

TIME : 2 pm, Venue School

DATE = 20th November 98

Also INVITED : Mr Anand Bhave
The famous presenter on AIR. Contact Secretary

ANSWER D

Model High
School

Rampur

School organise a programme
on AIR

In AIR Stadium ~~on~~
Those Student. Those student
are Invited ~~different~~ Item on 20th Nov

Anand Bhave are invited
signature as
principal

A letter written to the editor of a newspaper expressing a complaint against the use of loudspeakers in the

Activity 24 : Evaluation of student performance (longer pieces of writing)

Objective : To enable TPs to evaluate students' writing and to give feedback for improvement

Time : 90 minutes

Materials required : Worksheet-24 along with a sample student script (see Resource Bank for another sample script (C)).

Methodology :

1. Give TPs Worksheet-24 and ask them to work on question 1 individually.
2. Ask TPs to work in groups of 3/4 on questions 2 and 3.
3. Hold a plenary to:
 - collate the criteria on the blackboard e.g. spelling, grammar, punctuation, correct vocabulary, organisation, logical sequence, style, expression, appropriate language etc. and their relative weighting.
 - discuss the comments that can be made on the positive and negative aspects of the script. Remember that these comments should be constructive i.e. help students to improve their writing.

Tips for the Facilitator :

Emphasise the following points:

1. Writing reflects our thinking process and therefore omissions, cuts and scratches show the way we compose. Evaluation of first drafts of students' writing should especially consider these aspects and help students to improve on them in their revision.
2. Evaluation of students' writing as shown in this activity can also apply to writing done by students as homework.

Worksheet-24

1. Work through the text individually as a 'true reader' and mark places where you think the writing is unclear or incomprehensible. Do not pay too much attention at this stage to mistakes of spelling, grammar or punctuation unless these interfere with the ideas the writer is trying to convey.
2. Try to establish in groups why the text is unsatisfactory and compile a list of points to be considered in evaluating the text and indicate the relative weight/marks to be given to the points, say, out of 10 marks.
3. Write down two comments on the good points of the text (in terms of the points noted above) and two constructive suggestions for the student to improve the text.

A letter written to the editor of a newspaper protesting against the use of loudspeakers in the city.

Dear Sir,

With due respect I say that I am a member of a Buddha Colony in Delhi. Loudspeakers amuse every person but should not be misused. Noise Pollution in our country is also a big issue. There are 3 types of pollution - air pollution, water pollution, Soil pollution. I am ideal citizen of country and have freedom to protest express my thoughts on social problems and other such problems.

The environment is going on polluting by day to day. We can't able to study during our exams as we are attracted to different songs. Everyone in the country know that Delhi is polluted area, in spite it is capital. When loudspeaker are play in high tone noise pollution is increase. In my colony all the peoples like child and elder are aware of it. In my colony it cause very harm.

Delhi is a wonderful visiting area. Moreover many peoples coming here to see its beautiful monuments. I suggest obediently that we should keep it clean and free from all of pollution. It is already polluted of smoke of millions of vehicles. This letter is not to complain but I protest about loudspeaker.

I am thankful to you sir.

Yours sincerely
Vishal.

Activity 25 : Preparing marking schemes for testing tasks

Objective : To provide TPs with an experience of preparing marking schemes

Time : 60 minutes

Materials required : Worksheet-25

Methodology :

1. Ask TPs to work in groups on Worksheet-25 and prepare a marking scheme for at least two tasks.
(*Note* : Ensure that there is more than one group working on each task.)
2. Ask TPs to exchange and comment on the marking schemes for the same task and arrive at a consensus.
3. In a plenary discuss some general guidelines that helped them to prepare the marking scheme and suggestions if any for a slight modification in the task.

Tips for the Facilitator :

Encourage TPs to consider the following aspects while preparing the marking scheme:

- (i) the main purpose of the writing task
- (ii) the sub-skills/aspects that help to accomplish the main purpose
- (iii) whether the instructions make clear to the student as well as the teacher what is required in the task as reflected in (i) and (ii) above.

1. Read the news item below. Then write the letter from Ashwin Mehta to Kidco, complaining about the sale of a plastic figure of Bhim. Write this letter using information from the news item. (10 marks)

SCHOOL BOY STOPS SALE OF MONSTER

Bangalore, 15 June. The toy firm Kidco is withdrawing a figure from one of its top ranges because a schoolboy objected to it. Ashwin Mehta of Kanpur, felt that it was an insult to Bhim, the hero of the Mahabharata, to be included in Kidco's mini-monster series. He had bought a box of the plastic 'minimonster' figures which are very popular with school children. In their reply Kidco apologised for causing offence, and promised to withdraw the figure.

2. In an inter-school debate, your school has to speak in favour of the motion *The Generation Gap is destroying family life*. Write a brief speech in favour of this motion (one page).

3. Read the following telephone conversation which took place when Suresh was staying with his uncle. Write the message from Suresh to his uncle, using not more than 50 words. (5 marks)

Seshu : Hello! Hello! This is Seshu from Lucknow. May I speak to Mr. Rao please? I am a friend of his son, Madhav Rao.

Suresh : This is Suresh Rao. My uncle's not here at the moment. We heard about the earthquake. Is Madhav all right?

Seshu : Yes. Yes. He's okay now. But he had a bad fall during the earthquake and he broke his left leg. It was a multiple fracture, but there's nothing to worry about now.

Suresh : Is he in hospital?

Seshu : Yes, he's at the Tata Memorial Hospital here. Could you please inform his family about this?

Suresh : Of course I will. Thank you for calling.

4. Ram wrote the following letter to Gopal. Then he decided to send a telegram instead of the letter. Using relevant information from the letter, write this telegram in the space below using not more than 20 words. (5 marks)

Chandigarh

17 June 19xx

Dear Gopal

My sister has sponsored my trip to Australia for higher studies. I have gone through all the formalities and will be leaving India on the morning of 25 June from Bombay. I will be arriving in Bombay by Konark Express on 23 June along with my parents and my sister. I would be very grateful if you could arrange a good hotel for us for three days. Could you also meet us at the station?

Hoping to see you soon.

Yours affectionately

Ram

5. Recently P. Jayanti saw the following newspaper advertisement for a new gadget. She feels strongly about the misuse of modern technology, so she decides to write a letter about it to the editor of the magazine 'Viewpoint'. Write this letter using information from the advertisement. (10 marks)

Laser Light Show In Your Own Home

You can now enjoy all the excitement of a laser light show in your own home. The SUPA-LASER XL600 is an electronic miracle, and will produce a multi-coloured light show, linked to your favourites music. Just connect the SUPA-LASER to your own stereo and it will respond to the music by bouncing colours, patterns and beams around the walls of your living room.

Complete with mains cord

220 volts AC only, Rs. 18000

6. Given below are some particulars about Sunil Gavaskar, the famous Indian cricketer. Based on these facts write a small paragraph on the famous cricketer.

Full name : Sunil Manohar Gavaskar

Scored : over 10000 runs

Began his test career in the West Indies and scored over 700 runs in the first series.

Captain – India and abroad in several tests.

Played tests – over 125

Highest number of test centuries – 34

Now retired, cricket commentator and critic.

Books he has written – *Sunny Days, Idols, One Day Wonder.*

7. Imagine that a local newspaper has asked you to write an article of approximately 200-250 words about the information in the following table. Write down the conclusions you draw from the figures about the ways in which people spent their holidays in 1976 as compared to 1998. Explain the reasons for these differences briefly.

| | 1976 (%) | 1998 (%) |
|--|----------|----------|
| Visiting holy places | 23 | 8 |
| Going to hill resorts | 15 | 17 |
| Staying at home | 30 | 7 |
| Visiting friends/relatives in another town | 20 | 18 |
| Trekking | 3 | 12 |
| Travelling abroad | 5 | 14 |

8. You are going to another town. When you arrive at the railway station, you remember that you have forgotten to switch off all your lights and fans in your house. You have to contact your friend who has a key to your house but no telephone. Write a brief note on a post card, asking him to help you out. Apologise for the trouble you have caused.

Reading and Writing

Objective: To enable the participants to write and reflect on their learning experience in the literary writing

literary writing

Time: 70 minutes (early start over the whole programme)

Materials: Materials 26

Method: Individual

Process: Participants will answer the questions in their notebook and then

discuss the questions.

Type: For the facilitator

Reading and Writing for Professional Growth

Activity 26 : Diary writing

Objective : To enable TPs to improve their writing and reflect on their learning experiences through diary writing

Time : 30 minutes every day, over the whole programme

Materials : Worksheet-26

Methodology :

1. Ask TPs to read through the questions in the Worksheet and see if they would like to add/delete the questions.

Tips for the Facilitator :

1. Terms 'log' 'diary' 'journal' are interchangeably used.
2. This task should be done every day, and read out every day.
3. Allot 15 minutes every morning for volunteers to read entries. See that everyone gets at least one chance to read journal entries during the programme.
4. Allow not more than 5 minutes for discussion.
5. Suggested points for discussion :

You could have some or all for discussion each day. Alternatively, you could suggest the points given below, each day as "a diary prompt", depending on the focus of the day.

- The objectives of writing in English
- How to teach writing/improve writing
- Information about types of writing
- Selection of appropriate tasks for different levels
- How to motivate students
- New theories/innovations in teaching writing
- Giving guidance to students for doing tasks
- Objectives/sub-skills of writing
- What are students' expectations? How to ascertain students' expectations?
- Giving feedback on writing
- Assessment of writing

Worksheet-26

This task is to be done through out the programme.

1. Sit down after dinner/just before you retire to sleep/at the end of the day and put down your thoughts on what occurred today on the training course. You might focus on something significant, but do try to put down all the events as they happened, giving your own personal response to the learning experiences implicit there.
2. Describe what you learnt through the experience of diary writing.
3. Be prepared to read out your journal entries to the class each day.

Activity 27 : Article reading

Objective : To enable TPs to read selected articles

Time : 2-3 days **Plenary - 1 hour**

Materials required : Articles to be chosen from journals; Worksheet-27

Methodology :

1. Give the teachers a choice on what they would like to read.
2. Encourage teachers to form groups and work together on one article with the help of the Worksheet, after reading the articles individually.
3. Ask the groups to appoint one group leader and plan a presentation of the article on the lines suggested to the whole group.

Tips for the Facilitator :

1. You should read all the articles through and be prepared to comment on it to the whole group before the plenary.
2. Before your programme begins you will have to select 4-5 articles related to the teaching of writing from professional journals which you think will be suitable for your teachers. Some of the journals you could select articles from are : *JEFL, ELTJ, MET, English Teaching Forum*. You could also use the articles given under Suggested Reading in the Resource Bank.

Worksheet-27

1. Read the article(s) given.
2. Write a presentation/report on the article along the following lines.
 - a) What is the general idea presented in the article?
 - b) What are the details in the article (in brief)?
 - c) What is your comment on the ideas presented in the article in terms of how useful/feasible they are for you teaching context?

Activity 28 : Diary writing by students : a mini-project

Objective : To enable TPs to carry out a mini-research study on diary writing by students

Time : It takes 2-3 weeks to complete this activity. It could begin during the programme with the introduction given below.

Materials required : Worksheet-28 (also see Resource Bank for samples of two mini-project outlines (D)).

Methodology :

1. Familiarise TPs with the idea of mini-projects : it is for on-going professional development and is an extension of the idea of self-reflection which the activities promote; the study can be carried out in their own class as they teach.
2. Ask TPs to read through Worksheet-28 and clarify any questions that they may have.
3. Encourage TPs to present/discuss their experience during the course of their research study.
4. TPs present their reports to the group on completion of the study and discuss possible follow-up work.

Tips for the Facilitator :

1. Activity 26 on *Diary writing* in this book may serve as a supplementary activity.
2. You might want to conduct the study yourself along with the TPs.
3. Diary writing could be a very effective tool for learning efficiently especially when it is done in groups.

Worksheet-28

Diary-Writing by Students

Step 1: Introduce the idea of diary writing to your students. Invite around six to eight students as volunteers from the class who will maintain a classroom diary for ten days. Ensure that the volunteers are a mixed group of students: bright, average, and weak.

Step 2: Ask them to write a diary along the following lines in a separate book:

- What happened in the English class today? (brief description)
- What was the most interesting part of the lesson?
- What was the part which was not interesting?
- One thing I learnt in the class today.
- One thing I found difficult.
- Any other:

Ask them to maintain the diary for 10-15 days.

Step 3: Look at their diary every three days and make brief comments in the margin, and return it to them the same day. Activity 20 on *Teacher roles during feedback* will give you some useful tips on this.

Step 4: At the end of the ten days, have a discussion with the students. Find out how enjoyable and meaningful they thought this activity was and what they learnt from it.

Step 5: Write a report, incorporating the following :

- (i) the students' reactions
- (ii) improvements if any in the students' writing ability and in which type of students - bright, average or weak and
- (iii) what you have learned about using diary writing as an authentic communicative writing task in class.

Learning to write is a natural extension of learning to speak a language. We learn to speak our first language at home without systematic education, but we have to learn in school how to write the same language. People who can speak a language well may not be able to write well, as native speakers of a language find writing quite difficult.

Learning to write is not just a natural extension of learning to speak a language. We learn to speak one's first language at home without systematic education, but we have to learn in school how to write the same language.

People who can speak a language well may not be able to write well, as native speakers of a language find writing quite difficult.

Resource Bank

What do we want our students to:

- a) become familiar with conventions of written discourse in the target language
- b) record their experience in writing
- c) express a topic from the subject and express their ideas in writing
- d) increase their own writing output by means of different genres
- e) communicate with others through a written text

Producing a text by writing, students may use material from the following genres:

• narratives of what we see, what we do, what we say (grammar, syntax, word choice, punctuation, spelling, etc.)
• stories / fables, in prose and in rhyme and cohesion / purpose / audience, reader and relevance of the content/ students' interests / writing / fine management / reading of written text / writing

• descriptive texts, in prose and in rhyme and cohesion / purpose / audience, reader and relevance of the content/ students' interests / writing / fine management / reading of written text / writing

A. Some Thoughts on Writing

Let us reflect on Writing!

Writing is thinking. It is a complex process.

Writing is an expression of one's own thoughts.

Good writing is a reflection of an orderly mind.

No one writes for one's own satisfaction (except when writing a diary!).

One writes because one wants to communicate with someone else.

Everyone who writes is a writer trying to convey something to someone.

While writing one cannot use body language or other visual cues.

Writing is usually not spontaneous, is rather planned and takes time.

Writing is not simply speech written down on paper.

Once we have spoken, we have spoken, whereas we can go back and change what we have written.

Learning to write is not just a natural extension of learning to speak a language.

One learns to speak one's first language at home without systematic instruction, but one has to learn in school how to write the same language.

One who can speak a language well may not be able to write well in that language.

Many native speakers of a language find writing quite difficult.

Why do we teach writing to our students?

We want our students to

- a) become familiar with conventions of written discourse in the target language.
- b) record their experience in writing.
- c) explore a topic/theme/subject and express their ideas in writing.
- d) articulate themselves without the pressure of face-face interaction.
- e) communicate with others through a written mode.

Producing a text in writing means paying due attention to the following aspects:

Mechanics of writing the target language / script / grammar / syntax / word choice / organisation of ideas / thoughts in paragraphs / unity and cohesion / purpose / originality, clarity and relevance of the content/ writing drafts /revising / final manuscript / readers for whom the text is being written.

Writing in the classroom

The problem with most school writing is that it is not genuine communication. Students write not for a concerned and responsive reader, but for an assessor and evaluator, namely the teacher. Students assume that what they find in their text books is the appropriate model for their own writing. Teachers know that most of the writing in textbooks is unclear, complex and pedantic, but do not seem to know how they should help the learners to write better.

Teachers should therefore, see to it that the writing in the classroom moves away from a concentration on the written product to an emphasis on the process of writing. Writing should help the students to become involved with the new language, get a chance to be adventurous and realise the close relationship between writing and thinking. Students should get time to try out their ideas and get useful feedback from their classmates and the teacher on what they have written. Only then can writing become a process of discovery and an experience of pleasure.

Before you start teaching writing to others answer the following questions:

1. How often do you write (in the languages which you know)?
2. Do you leave written messages for friends/colleagues, if you are looking for them and don't find them?
3. Do you make a written list of things you want to buy when you go for shopping?
4. Do you put all your suggestions/ complaints in writing in your professional and public life as a citizen/professional/ consumer?
5. How often do you write your complaints in the complaint books available at public offices/institutions?
6. Do you regularly write a diary?
7. Do you make written notes, whenever you read a book?
8. Do you often request others to write for you (filling up forms/challans etc.)?

If your own writing skills and habits are very poor, why do you want to teach others writing and expect that through your teaching they should improve their writing????!!

(This is an extract from a talk given by V. Ganeshan at a Workshop on Teaching Writing, held at CIEFL, December 1997.)

B. Sample Tasks and Student Scripts (Shorter Pieces of Writing)

1. Read the following telephone conversation between Kamal and Sumit. As Sumit is in a hurry to go out, he has to leave a message for his father. Write that message here in the space provided in about 25-30 words.

Kamal : Hello! Is that Sumit?
Sumit : Yes, speaking..
Kamal : Sumit, it's Kamal here. Is your father at home?
Sumit : No. He has gone out. What is it?
Kamal : Well, my daddy was to come to meet uncle today at 6 p.m. But as we have guests at home, he won't be able to come today.
Sumit : O.K.
Kamal : He'll come the day after tomorrow at 6.30 p.m. Please tell your father about it.
Sumit : I'll do that. Don't worry. I'm in a bit of a hurry. Bye!
Kamal : Bye!

Answer A: _____

Dear Daddy,

I am going to play now. Kamal
~~ringed~~ telephoned ring up to you.
You ring up Kamal why because uncle
not coming. Hurry up. Yours obediently

Sumit

Answer B: _____

dear daddy,
there is a telephone call from kamal
his daddy is not coming today at our house.
But they are unable to come today. they
are coming day after tomorrow to
meet you at 6:30 pm in the evening.

Sumit

Answer C

Message from Kamal:

Uncle arriving day after tomorrow at 6.30 P.m. He has guests and that is why he is not coming. Aunty also busy with cooking meals because they are special guests. So Uncle is not meeting you to-day at 6 P.m. as he told you before.

Answer D.

NOTE: [Time 4 p.m.]

Daddy, at your back there is a call for you from Kamal. He asked that due ~~too~~ to the arrival of guests at home, therefore his father did not come at our home today.

He will come and meet you day after tomorrow.

Sumit

2. You are the cultural secretary of your school. You have been asked to inform students of Class VI to XII about an Inter School Dramatics Competition. Draft a notice in about 50 words to be put up on the school notice board, with all the necessary details. (5 marks)

ANSWER A

NOTICE
FOR CLASS VI & XII

Attention! There is an inter school

Dramatic Competition being organised in April.

Want to take part. Contact the principal. CULTURAL SECY.

ANSWER B

:Notice:

All students from class VI to XII are informed that an Inter school Dramatics competition will be held in the school on 9/3/95. Willing participants are requested to submit their names to their respective class teachers within two days. Last date of submission 8/3/95

secretary,
Aditya Deorah

ANSWER C

NOTICE

News! News! News!

~~On~~ I am a cultural Secretary of our school our School. is organising a Dramatic Competition. This inform to students of class VI - XII about an Inter School Dramatics Competition. Those who are interested give their names to cultural Secretary on ^{wed.} in the Recess period

THANK YOU.
Cultural Secretary
X.Y.Z

ANSWER D

K. V. Dhanpuri
Shuhdal (H.P.)
PIN-484114

My Dear,

Cultural Secretary

R/sir,

Here I am quiet well and for you and same inform the Student of class VI XII Dramatic Competition

Kindly:- Confirm your Success of participated And competition. Yours Affectionately
X.Y.Z.

C. Student Script

Writing Outlines

My most favourite game - Cricket

Is any young man whom does not like to play? I am fond of playing.

My favourite Game is cricket. Cricket is the most popular game in the world. Cricket is played all over the world. Cricket is outdoor game.

There are many famous cricketers in the world. Kapil Dev, Ravi Shastri, Alan Border, Viv Richard are famous in the world.

In the cricket, there are two teams. Each team has eleven players. Each team has a captain and wicket-keeper. There are two umpires. In the game, which team win the toss, has right either to take batting or fielding.

There are bats, balls, bails, hat and peds. Batting, bowling and fielding are the most important in the game.

Our Indian cricket team is powerful. We have the best batsman, the best bowlers and the best fielders. We have the best batsman like Dilip Vengasarkar, Shrikanth, Azharuddin, Kapil Dev etc. We the best bowlers like Kapil Dev, Ravi Shastri, Maninder Singh etc. we have the best fielders like Srikanth, Maninder, Azher and Shastri.

Our team's performance is good. We have won the world-cup in 1983. We have also won Benson and Headges cup and Rothman's cup but we have lost the Reliance cup in 1987.

In the game, cricketers should play the game frankly, sincerely and with great joy. The game of cricket makes the body of cricketer healthy. We are all cricketers in our life. In the game, to win the match is not important. But how to play the game is important. The cricketers follow the order of their captain. In life, we should follow the order of almighty God.

May live long my favourite game.

D. Mini-project Outlines

1. Qualitative comments for re-drafting - do they help?

This topic involves looking at students' scripts and offering comments for re-drafting. You have to compare your comments in relation to how students can actually use them in order to improve their first drafts.

Step 1 : Give your students a longish (around 300 words) writing assignment. Select around six to eight scripts so that you have a mixed bunch: good, average and poor.

Step 2 : Look at each of the scripts and offer written qualitative comments on each one. Your comments should be useful to the student for him/her to redraft.

Step 3 : Return the scripts to students with all the written comments and ask them to look at it carefully. Ask them to revise the drafts in the light of the comments.

Step 4 : Examine the revised scripts again to see if there is any improvement, and if so of what kind.

Step 5 : Ask the students to tell you individually or in small groups/pairs whether they found the comments useful and if so which type(s) of comments and how. For getting this information, you could draw up a small checklist or a set of questions based on the nature of the task and the criteria relevant for judging students' writing as effective/not effective.

Step 6 : Examine your comments in the light of how useful students found them in actually improving the scripts.

Step 7 : Write a report on the study substantiating it with actual data. Suggest a possible follow-up to the study.

Variation on the study :

Ask one or two of your colleagues also to give written comments on the scripts. The study then involves a comparison of two/three teachers' comments (including yours) in relation to how they were useful in revising the drafts.

2. *What aspects of writing do students find difficult?*

Step 1: Select a mixed bunch of six to eight students from your class i.e. bright, average and weak.

Step 2 : Find out informally from them what they find problematic about writing in English and what kind of help they would like in order to learn to write better. The following prompts may help students to articulate the different problems they face. Problems of :

- finding content
- finding words
- putting together sentences
- organising
- beginning to write
- ending a piece of writing
- spelling and grammar

Step 3 : Give a fairly long (200-250 words) writing assignment to your class which is part of your normal writing syllabus.

Step 4: Ask them to make brief notes on the problems they face *as* they do the assignment or *immediately after* completing the assignment.

Step 5: Look at the scripts students submit and note down your impressions of what difficulties students have faced while doing the assignment.

Step 6 : Discuss with students individually or in pairs/groups (the grouping could be according to their ability levels) what they felt was problematic and not so problematic with the writing assignment. Use your notes and theirs as the reference point for your discussion. Negotiate differences in perceptions if any.

Step 7 : Collate the types of problems different kinds of students (bright, average, weak) have faced in relation to the assignment. Write a report focusing on: (i) the difference in perceptions if any between you and the students (ii) whether and how discussing it could help in the case of different types of students.

E. Suggested Reading

1. Boutin, M. et.al 1987. *Writing-Intermediate*. Oxford University Press.
2. Byrne, D. 1988. *Teaching Writing Skills*. Longman.
3. Flythe, V. 1989. 'Beginning a Faculty Writing Group'. *English Journal*, Sept. : 62-63.
4. Gruber, D and D. Vivianne. 1987. *Writing-Elementary*. Oxford University Press.
5. Hedge, T. 1988. *Writing*. Oxford University Press.
6. Nolasco, R. 1987. *Writing - Upper Intermediate*. Oxford University Press.
7. Sherman, J. 1994. *Feedback*. Oxford University Press.
8. Tribble, C. 1996. *Writing*. Oxford University Press.
9. Urzua, C. 1987. 'You Stopped Too Soon : SL Children Composing and Revising'. *TESOL Quarterly* 21/2 : 279-304.
10. White, R. and V. Arndt. 1991. *Process Writing*. Longman.
11. White, R. 1987. *Writing - Advanced*. Oxford University Press.
12. Zamel, V. 1985. 'Responding to Student Writing.' *TESOL Quarterly* 19/1 : 79-97.